253

REPORT OF DR. C. R REDDY ON EDUCATION IN MYSORE STATE 1949

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Report of Dr. C. R. Reddy on Education in Mysore State

13th May 1949

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APPENDIX I.

LIST OF PERSONS INTERVIEWED.

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ದಿನಾಂಕ Date.....

Messrs.—

1. K. Matthan
2. T. Singaravelu Mudaliar
3. Dr. K. Kuppuswami
4. Dr. M. Siddalingaiya
5. Prof. Telang
6. J. Appaji Gowda
7. E. K. Ramaswami
8. P. G. D'Souza
9. B. Venkateshachar
10. V. Gopalaswami Iyengar
11. D. V. Gundappa
12. Dr. B. L. Manjunath
13. H. M. Channabasappa
14. H. Krishna Rao
15. Dr. B. T. Krishnan
16. Dr. M. V. Gopalaswami
17. A. Venkateshaiya
18. M. R. Doraiswami Iyengar
19. D. Ramaiya
20. K. Srinivasa Raghavan
21. G. V. Srinivasa Murthy
22. G. N. Krishna Murthy
23. G. Hanumantha Rao
24. Dr. Khizer Ali Khan
25. N. K. Narasimha Murthy
26. D. V. Narasimha Rao
27. S. Venkatesaiya, Hassan
28. *Pradhanasiromani* N. Madhava Rau, Retd. Dewan
29. Dr. B. K. Narayana Rao
30. Prof. L. Rama Rao
31. Dr. B. S. Madhava Rao
32. Dr. Ramachandra Rao
33. T. N. Ramachandra Rao, Indian Institute of Science
34. *Rajadharmapravina* P. Mahadevayya
35. Justice N. Balakrishniah
36. M. Ramachandra Rao Scindia

Messrs.—

37. B. N. Gupta
38. M. A. Narayana Iyengar
39. H. R. Guruv Reddy
40. Dr. T. Seshachalam
41. J. P. Das
42. At all District Headquarters meetings with all prominent citizens of the place belonging to all communities and parties.
43. Attended a special meeting of the Committee for Education and addressed the members.

APPENDIX II.

VISITS TO INSTITUTIONS.

Institutions representative of different grades and aspects of education were selected for visits. The number of institutions visited is as follows :—

1. University Institutions and Institutions affiliated to the University	.. .. ..		28
2. High Schools—Boys	.. ..	13	
Girls	.. ..	9	
		—	22
3. Middle Schools—Boys	.. ..	9	
Girls	.. ..	3	
		—	12
4. Technical Institutions	.. .. ..		10
5. Miscellaneous Institutions	.. .. ..		7
Total	.. ..		79

1. University Institutions and Institutions affiliated to the University.

	Date of visit.
1. Vijaya College, Bangalore	17–1–1949
2. National College, Bangalore	do
3. Law College, Bangalore	18–1–1949
4. College of Commerce, Bangalore	do
5. Basappa Intermediate College, Bangalore ..	do
6. Intermediate College, Bangalore	19–1–1949
7. Central College, Bangalore	20–1–1949
8. Mount Carmel College, Bangalore	do
9. Agricultural College, Bangalore	do
10. Medical School, Bangalore	21–1–1949
11. Engineering College, Bangalore	do
12. Maharani's College for Women, Bangalore ..	do
13. Intermediate College, Mandya	22–1–1949
14. Maharaja's College, Mysore	24–1–1949
15. First Grade College, Mysore	25–1–1949
16. Maharani's College for Women, Mysore ..	do
17. Teachers' College, Mysore	26–1–1949
18. St. Philomena's College, Mysore	do
19. Medical College, Mysore	27–1–1949
20. Sarada Vilas College, Mysore	do

	Date of visit.
21. Intermediate College, Hassan	3-2-1949
22. Intermediate College, Chikmagalur	5-2-1949
23. Intermediate College, Shimoga	7-2-1949
24. Intermediate College, Davangere	10-2-1949
25. Intermediate College, Chitaldrug	11-2-1949
26. First Grade College, Tumkur	13-2-1949
27. B. M. S. College of Engineering, Bangalore ..	18-2-1949
28. Intermediate College, Kolar	20-2-1949

2. High Schools.

1. National High School, Bangalore	17-1-1949
2. Government High School for Boys, Channapatna.	22-1-1949
3. Government Girls' High School, Channapatna ..	do
4. Convent Girls' High School, Mandya	do
5. Municipal High School, Mandya	do
6. Girls' High School, Hassan	3-2-1949
7. Government Boys' High School, Hassan ..	do
8. National High School, Shimoga	7-2-1949
9. Convent Girls' High School, Shimoga	do
10. Government Boys' High School, Shimoga ..	do
11. Girls' High School, Bhadravati	9-2-1949
12. Aided Boys' High School, Bhadravati	do
13. Government Boys' High School, Davangere ..	10-2-1949
14. Government Girls' High School, Davangere ..	do
15. Government Boys' High School, Chitaldrug ..	11-2-1949
16. Government Girls' High School, Chitaldrug ..	do
17. Girls' High School, Tumkur	13-2-1949
18. Siddaganga High School, Tumkur	do
19. Aided High School, Goribidnur	15-2-1949
20. Vani Vilas Institute, Bangalore	18-2-1949
21. Government High School, Kolar	20-2-1949

3. Middle Schools.

1. Middle School, Closepet	22-1-1949
2. Urdu Middle School, Channapatna	do
3. Government Middle School, Channapatna ..	do
4. Middle School (Agri.), Maddur	do
5. Girls' Middle School, Mandya	do
6. Girls' Middle School, Shimoga	7-2-1949
7. Boys' Middle School, Shimoga	do
8. Middle School, Bhadravati (Smithy Section) ..	9-2-1949
9. Middle School, Kumsi (Agri.)	8-2-1949

	Date of visit.
10. Middle School (Girls), Bhadravati	9-2-1949
11. Middle School (Agri.), Kagathi	15-2-1949
12. S. L. N. Middle School, Bangalore	18-2-1949

4. Miscellaneous Institutions.

1. Vanitha Sadan, Mysore	25-1-1949
2. Bhagini Samaj, Mysore	do
3. Adikarnataka Boarding Home, Hassan.. ..	3-2-1949
4. Site for the Intermediate College, Hassan ..	do
5. Rural Development Centre, Anandapuram ..	8-2-1949
6. A. K. Hostel, Chitaldrug	11-2-1949
7. Reddy Hostel, Chitaldrug	do

5. Technical Institutions.

1. Sri Jayachamarajendra Occupational Institute ..	17-1-1949
2. Sri Krishnarajendra Technological Institute ..	18-1-1949
3. Industrial School, Channapatna	22-1-1949
4. Agricultural School, Somanahalli	do
5. National Institute of Engineering, Mysore ..	1-2-1949
6. Industrial School, Hassan	3-2-1949
7. Industrial School, Chikmagalur	5-2-1949
8. Industrial School, Shimoga	7-2-1949
9. Industrial School, Chitaldrug	11-2-1949
10. Agricultural School, Chikkanahally	12-2-1949

6. Meetings held.

1. Officers of the Mandya Sugar Factory	22-1-1949
2. University Teachers' Association, Mysore ..	26-1-1949
3. Members of the University Council, Mysore ..	29-1-1949
4. Public of Hassan	3-2-1949
5. Citizens of Shimoga	7-2-1949
6. Officers of the Mysore Iron Works, Bhadravati ..	9-2-1949
7. Citizens of Davangere	10-2-1949
8. Citizens of Chitaldrug	11-2-1949
9. Citizens of Tumkur	13-2-1949
10. Citizens of Chikballapur	15-2-1949
11. Citizens of Kolar	20-2-1949

SUMMARY OF THE RECOMMENDATIONS

SUMMARY OF OBSERVATIONS AND CONCLUSIONS

1. There is a change from the British period. Independence naturally carries with it responsibility for our security. This involves up-to-date preparedness from the point of view of Defence Organisations, Industries and Communications, and Education.

2. The old foreign idea of primary education being almost everything and research and higher Sciences and Applied Sciences almost nothing, to be left entirely to England and training in England, will not do any more.

3. Governments are very rightly promoting Industrial and Scientific Training and Research.

4. Under a foreign Government, intent only on producing agents of its Raj, mere general knowledge sufficed. Now, our energies have to flow through various channels and in many directions to fertilise the entire field of national life and progress.

5. This is further strengthened by needs and necessities of the enormous growth in the number seeking higher education. If they are all allowed to flow in one narrow channel, it will be disastrous and that is the ground of anti-social elements and organisations.

6. In some measure these requirements of widespread education were foreseen some years ago and provision has been made in the Middle and High School courses for various subjects of practical interest of which Agriculture and Domestic Science are the most central and basic, from which a large number of Sciences and Applied Sciences could be made to radiate.

7. The old Matriculation was displaced by a many-sided multi-purposed S.S.L.C.

8. Unfortunately it was a paper displacement. Schemes adopted were not operated. My idea then was and now is that in every school of any magnitude—middle and high—there should be, amongst the optionals, Agriculture and Domestic Science and also the other subjects provided for in our S.S.L.C. as far as possible.

9. There is a close concord between the proposals of the Government of India, the Madras and Mysore Schemes for High School Education, that is to say, in theory.

10. The way to meet the increased flow of students is by opening out new channels as contemplated above.

11. This will require not merely increased finance but a lot of work in the way of framing co-ordinated syllabuses and training teachers. Naturally, these administrative details cannot be gone into here.

12. Sadler's Commission laid down two proposals of supreme importance : (1) That in the Intermediate also, answering to the S.S.L.C. there should be incorporated a large number of practical subjects such as, Commerce, Banking, Education, Elements of Law, Essentials of Engineering and so on, a list of which is appended.

13. All lists given must be regarded as illustrative and not as exhaustive nor unamendable nor unchangeable.

14. The other principle is that courses should be so arranged at all grades—middle, high and inter., as to make those that drop off at any particular stage all the better from the point of view of citizenship and livelihood for the training they have received. At the same time it should not prevent ambitious lads from going up to the higher courses by taking either the same subject or an allied subject.

15. To give an illustration, Agriculture and Domestic Sciences are a complex of Sciences and Applied Sciences. Those taking Agriculture as an optional in middle or high schools ought to be enabled to take either Agriculture in the next higher grade, whether High School, Inter. or B.A., as the case may be, or any one or more of the Sciences involved in the complex like Botany, Chemistry, Zoology, Physics, etc. There should be an unbroken ladder.

16. Co-ordination has failed completely, that is to say, it has never been attempted even and this is the first defect that has to be remedied, though it would be very costly and would need enormous administrative work.

17. If the Intermediate is remodelled as it ought to be, then Intermediate should be handed over to the Department of Education. Real University work begins

after the Intermediate. The University should not be saddled with what is essentially pre-University work.

18. In any case it should be handed over and the reforms could accompany the transfer of jurisdiction or even succeed.

19. The Sadler's Commission proposed a Board of Intermediate and High School Education. I would prefer a D.P.I. to a Board. Nothing prevents the D.P.I. from consulting *Ad hoc* Committees and benefit by their collaboration.

20. It may be asked: Why not transfer the B.A. Pass course and confine the University to Hons. and Post-Graduate? In my experience, I find that this will tend to reduce the University to a mere Research Institute, all intellect and no social life. The quotation from Conant's view on the subject is appended.

21. I am not troubled by the lack of Foot-ball and Cricket and Union Societies, etc., for which Hons. students do not find time but the new factor, Military training and Sciences including O.T.C. For these, support must come from the Pass course which ought to be made even lighter. The Departmental O.T.C. will not command the same esteem as the University O.T.C. There is still a charm about the term, " University ", which should not forfeit or fail to profit by. Furthermore, I think where a degree is concerned, it ought to be under the University though this does not preclude non-degree diplomas being also similarly included. So I am of opinion that Pass and Hons. should be under the University and Military service and O.T.C. should be organised.

22. There is only one problem, namely the Tumkur First Grade College with little equipment hardly even an embryo ; names are too freely installed but not realities. Excepting in the case of Affiliated Colleges, I would concentrate First Grade Hons. and Post-Graduate at Mysore and Bangalore, as was originally intended.

23. I would not interfere with the First Grade Colleges being retained as separate institutions for girls at Mysore and Bangalore. There is a lot to be said for the Women's Colleges being kept as separate institutions, though this should not preclude common lecturers or distinguished Professors going over to the Women's Colleges to lecture or the girl students coming over to the boys' colleges to attend to classes.

24. In regard to affiliated colleges, the present haphazard system should be replaced by strict enforcement of the rules of affiliation. This is not possible now since the example set up by Government and the University which acts as a subordinate of the Government vitiates a right and impartial administration.

25. If the Intermediate is expanded on the lines adumbrated, it would involve a large number of laboratory facilities for practical work and so on and though it may be called a two-year unit, it need not be less numerous or less useful than a Borough Poly-Technic of England.

26. The Intermediate Examinations will be held by the University and that would be the real entrance. At the end of the High School course, there should be an examination held by a Joint Board of the University and the Department and on the basis both of the class work and of the examinations, candidates should be classified into Matriculates, those fit for Poly-Technics, those fit for other Industrial courses, or for clerical services.

27. Matriculation has a distinct advantage over eligibility. The former is recognised by all Universities and is nation-wide in its significance whereas the latter is only of provincial applicability. We must not deprive boys and girls of that advantage.

28. In regard to Professional Colleges, the question is : Ought they to be Faculties of the University or separate colleges, either affiliated to the University or only partly managed and administered by the University ? Under the British, to start with, there were no Teaching Universities and no Faculties. So, they could not have been organised as Faculties. Moreover, professional collegs were intended to train lower subordinates or mere practitioners—hardly the level of a University.

29. So, the fact that these were not Faculties under the *British in India* should not blind us that all the world over including England, they are almost without exception organised as Faculties.

30. In the Faculty Organization, there are various advantages. No faculty can function in isolation. Co-operation between different faculties is mutually helpful and is almost indispensable in higher research. We get the economies of a large central organisation with mutual co-operative members.

31. This question must be taken up with respect to our professional colleges and the whole thing gone into carefully so as to combine the advantages of faculty organization and departmental connections.

32. I see some professional colleges like Engineering are being started as affiliated institutions. No objection whatsoever. When we condition admissions by communal ratios, we have provided a legitimate motive for affiliated institutions being started to give admission to those that have to be refused. Absolutely nothing wrong in this motive and the consequent enterprise.

33. But surely efficiency must be safeguarded, especially in professional colleges. The degree must guarantee a standard of efficiency. We might find out from neighbouring Universities what the cost of an Engineering College is, what equipment it requires and what teaching staff, what practical work and see that these standards as adjusted to our conditions here in Mysore are not in any way whittled down.

34. Neither should institutions be affiliated on the strength of promises for the future. Students cannot live on promises. Performance is the only basis.

35. The unfortunate thing is the record of Government in respect of their colleges floated on meagre local donations—relatively to the great cost involved and I suppose to gain democratic support—an inevitable motive—is by no means faultless and so we have got into a vicious circle. Affiliated managements retort by saying : Are we any worse than Government Colleges ?

36. In regard to affiliation of general colleges, it should be one of the conditions of their being allowed to be started that they should provide for a minimum number of practical courses and more especially Agriculture and Domestic Science.

37. The starting of a first rate Domestic Science College is a prime necessity and an urgent one. It is from this that we must secure the flow of teachers in this important branch of practical and theoretical study. A little may be done by sending out a few teachers with scholarships here and there but a State-wide organisation requires its own headquarters and training ground.

38. In regard to Indology, there are at Mysore the following facilities, a Department of Sanskrit, a Sanskrit

College and an Oriental Institute. With very little change, a Department of Indology dealing with all aspects of Indian Culture and its expansion abroad could be organized. At present the Sanskrit College at Mysore is an exclusive institution admitting only one community to its ranks. This exclusiveness should be abolished. It must be thrown open to all people of all classes and communities. If this is done, economy could be secured by absorbing its staff into the new Department of Indology.

39. During the interviews, one of my friends suggested that we might have two Universities—one at Mysore and one at Bangalore. I do not think this will give us real Universities, though it may give us degree-awarding institutions.

40. The changes that have come through the process of time over the idea of the University might be briefly noticed. Ours was to have been a Teaching University, with two centres which were to have been, to use a term of those days, federal centres of the University.

41. Broadly all Humanities were to be at Mysore and all Sciences and applied Sciences at Bangalore. The idea of affiliated colleges was not there and I do not think it would have been appreciated, had it been put forward.

42. Time has produced unforeseen changes and tendencies. It generally does. But we need not accept it as a fate or destiny unless it is proved to be incurable. The first breach took place when the Medical College was located at Mysore. Perhaps it is too late to alter the location. Medical Colleges can flourish, qualitatively speaking, even at small centres, small from the point of view of population and private practice. For instance, Edinburgh has kept the flag flying at full mast from the mediæval times to the present day. Cambridge is a village and its Medical faculty is a Factor in our civilisation. Durham has a very good Medical Faculty, and so also Bristol. In fact, every University in England has a Medical Faculty and all Universities are not situated in metropolitan areas.

43. A further breach took place when Sciences were injected into Mysore and Honours English, etc., into Bangalore. Instead of expansion of residential facilities, we have yielded to localisms. Under the old system, the

same number could be taught this English in Mysore, with a smaller staff or contrarywise with the same staff ; more alternatives could have been given in the English course which was one of the things contemplated at an earlier day, both in the Madras and Mysore Universities. The point is whether we could rise above localisms which is also one of the infections of our nationalism and organise things from a Provincial or a State point of view.

44. Commerce was to have been a part of the general course, though not commercial schools. Commerce figures at the Intermediate, Pass B.A., Hons. B.A. and M.Com. levels in certain Universities. Here Bangalore seems to have been butted in and there is a separate Commerce College though one would have thought that it was best run in collaboration with our Economics Department. Then again, the bulky pull of Bangalore brought the Law College here. It is being run as a Post-graduate two-year course. Even thus it is best run if along with the Practitioner's side the jurisprudential side is developed with Sociology, Political Science, etc.

45. If it is organised as at Oxford and Cambridge, etc., as a three-year continuous course on a line with Hons., then the jurisprudential and cultural side would receive far more importance than is the case in the Indian Universities and that would give us a true type of Legislators in addition to Lawyers, and Democracy is in need of this type of legal education.

46. In the Andhra University, under advice given to me by a Professor in England and with the hearty support of Chief Justice Leach, we have organised a Post-Intermediate three-year course. We also admit graduates for the two-year Post-Graduate course. At the M.L. level, there is a branching off into jurisprudential side and the advocacy side. If this type of Law course is introduced here, then the case for its being a Faculty in the Arts Centre becomes yet stronger.

47. There are other details into which it is not possible to go in a summary. By way of illustration, are your I.Sc. and B.Sc. courses of the same grade as similar ones in the other Universities ? Not that they should be but the matter has to be gone into and if we find that these are a trifle below par, we have to consider the question of raising them up or leaving them alone. In the B.Sc. three Sciences are included but all on a par. In some

other places, it is one main subject and two subsidiaries. Then what should be the exact nature of our M.Sc. and D.Sc. ? What type of examiners should there be ? How about our examination scandals ? Should we have all our paper-setters drawn from outside ? These are a few of the many administrative questions which must be taken up for consideration and remedied.

48. The question of staffing is another. Some of my friends—effective factors in our public life—have told me that they would not mind at least the Pass, Honours and Post-Graduate levels being staffed on the principle of merit with preference for the Backward classes, other things being about equal. They were very clear that this was the right principle. Only they stipulated that there should be fair and impartial administration.

49. The most melancholy feature appears to be lack of confidence and mutual trust for which it cannot be said that there has been no ground. Whoever may be the future administrator of the University, above all things, this should be his top-priority, namely, to restore the morale of the University which by its very nature is a moral organization. Nothing has filled me with greater distress of mind than what I am most reluctantly obliged to characterise as the low morale of the institutions—at any rate as the subjective impression of most of the people I interviewed, though I shall be glad to say, if I could, perhaps not as an objective fact.

50. This naturally leads us to the organisation of the University. It is now a Department of Government and has always been thus. In fact, as one of my friends put it, not even as a department but as a unit of a department.

51. In an era of affiliating Universities which were only examining boards, in Mysore, we poineered the inauguration of the Teaching University. We had no precedence in India and our knowledge of an effective nature of Universities abroad was not sufficient. Naturally we did not like to strike out a new path, novel to the country. Owing to the political considerations and with a view to give the Hindus a voice in its administration, the Dacca University, a concession to Muslims, was organised more or less as a Government department.

52. This is not a question of a dogma or a religious principle. Experience has shown, as Lord Bryce put it,

that even when the States found Universities and finance Universities, the management and administration is best left to autonomous corporations reserving to themselves visitorial powers to be exercised exceedingly rarely, and under the most compelling necessity.

53. History and Logic throw light on the principle of University Autonomy. Originally, Universities were founded by the great Roman Catholic Church at a time when the Papacy was the predominant influence, if not also power in Christendom. The Universities were like the Church independent of the State. When the Church lost its power over the State, the Universities lost their old master the Church and the State did not become their new master. Their autonomy became even more pronounced.

54. In theory and logic Universities started as religious and moral foundations, so superior to the State by the very nature of their functions, the leaders and not the followers.

55. Though things have changed enormously, the idea that Universities fulfil their functions best as autonomous corporations has taken strong root.

56. If Universities are to carry out certain functions, should they not be given the necessary power ? That is the simple question. Functions, responsibility and power go together.

57. If the Secretariat should administer the University, then why have a University ? Have another D.P.I. or some one analogous. To constitute a University and deprive it of the right to lead a constitutional life through exercise of the secular and financial powers of Government is self-contradiction which leads to self-stultification all round.

58. A University should therefore be autonomous, though it may be held responsible by ultimate visitorial jurisdiction.

59. In Indian Universities more especially Madras and Andhra the great principle of separation of powers is largely observed. For instance, the Academic Council is sovereign with respect to regulation of the courses of studies. Its regulation should come into force immediately. The professorial and academic element is entirely satisfied with its supreme control over the studies and the

standards to be maintained. Regulations can be modified by the Senate but by a two-thirds majority of members present. This has not happened as far as I know.

Here in Mysore the Academic Council is not only a misfit but a miscarriage. It was after my convocation address at Mysore that the Academic Council was instituted. The name was adopted but the substance ignored. The Academic Council passes resolutions which go before the Syndicate. There they are converted into Academic ordinances and like other ordinances are submitted to the Senate and the Government.

60. This, some of my professorial friends told me, was the reason and the only academic reason, why they wanted to be on Syndicate, because academic ordinances are to be evolved there. If the Academic Council is made sovereign in the matter of what are called regulations, then there would be no need for the professorial to be on the Council and indeed it would be for their good and for the good of the colleges if they are declared to be ineligible for the membership of the Executive.

61. In Madras and Andhra employees of the University are not eligible for the membership of the Syndicate.

I know this is contrary to the traditions of England where Universities grew out of monasteries and such other bodies. There, Universities are under their Fellows. We cannot possibly hand over our Varsities to the autonomy of Teachers and Fellows ! In America a number of Universities are under the administration of lay bodies—teachers finding no place. We should be guided by our conditions and experience.

62. The Syndicate is not thereby deprived of expert guidance when needed. The Vice-Chancellor naturally confers with the Faculty heads on all matters of academic interest and relates the information thus gained to the Syndicate. In addition they could always be requested to attend (as what are called assessors in the Andhra University) and address the Syndicate on invitation. This gives them an exceptionally honourable position.

63. There is complete unanimity amongst all the persons that I had the honour to interview that teachers of the University should not be on the University Council. My professorial friends are also of the same opinion and would be glad and relieved.

64. It seems a lot of convassing goes on which render the position of the members of the Council rather difficult especially when their own college staff join the fray. The Vice-Chancellor's position itself becomes difficult especially if he is to be the chief directive and executive of the Universities. I think the teacher should be rendered ineligible for membership of the executive. I would similarly render ineligible staffs of the affiliated colleges.

65. The Academic Council need not elect anybody to the Syndicate. It may be saved the troubles and turmoils of the elections.

66. All the professors of the University should be *ex-officio* on the Academic Council and also on the Senate and also the Principals of the Affiliated Colleges, etc., as in the neighbouring Provinces. I would suggest one amendment here, namely, that the members of the University Council should be *ex-officio* members of the Academic Council as also of the Senate.

67. The composition of the Senate may remain as it is but I would urge Chancellor to nominate members—not more than one in each case selected by well organised and regularly organised corporations, such as the Chamber of Commerce, Medical Council, Bar Associations, etc. Only I would want the member to be nominated to be selected by the body concerned and not elected through the process of nomination, scrutiny and nominations, ballots and so forth. Elections are hardly in keeping with the dignity of a University.

68. It may surprise some of my friends to be told that one hardly hears of elections in connection with the Universities and University offices in the advanced countries of the world. We are supposed to be both an intelligent and an honest set of people who could easily talk over and pitch upon their nominee without ugly canvassing. The less the number of elections the better. Of course, the Senate will have to elect two or three to the Syndicate. There I suppose it is too much to expect that the ethics of the Hustings would ever be given up. But let us be content with that and not extend the field.

69. In regard to the Executive Council I would recommend its replacement by the term, "Syndicate," as Council has the flavour of deliberative body whereas Syndicate obviously connotes close compact executive

sharing responsibility and functioning as a unit collaborating with the Vice-Chancellor.

70. It is an administrative body. On the principle of separation of functions it ought to be entrusted with administration. The recent amendments in the Andhra University Act carried out this principle of separation more logically than ever before.

71. The Academic Council is in full exclusive charge of regulations, because regulations do not involve any cost.

72. General policy, the creation or institution of posts, their grades and salaries, etc., are to be determined by the Senate on the initiative of the Syndicate and the approval of the Academic Council. The Syndicate makes the actual appointment, determines the particular start an employee may be given and has complete disciplinary control over the staff. The above is broadly the classification of functions of authorities.

73. If the Syndicate is to be an administering body, let it be composed of administrators and a few publicists.

74. For the first time in the Andhra University we made the Financial Secretary to Government the *ex-officio* member of the Syndicate. Under the rules governing nominations, the Collector is also on the Syndicate, and once upon a time the Superintending Engineer also. This has been found to be of the utmost help.

75. In a University there should be neither politics nor the old dichotomy of the British Raj—official and non-official. As far as I know, most people are born non-officials and they may become officials later which is the natural ambition of many non-officials. We should dismiss this heritage of a foreign Raj.

76. I would have one representative of the managements of the affiliated colleges nominated by the Chancellor.

77. Putting these principles together, the following is a rough scheme of the constitution of the Syndicate:—

Ex-officio.

Vice-Chancellor

Director of Public Instruction

Financial Secretary to Government

Heads of the Departments with which the professional colleges under management of the University are closely connected, for example, Senior Surgeon, Chief Engineer, Director of Agriculture, etc.

Advocate-General or a legal expert to be nominated by the Chancellor.

Other members.

A representative of the Affiliated managements, nominated.

Three members elected by the Senate from amongst those who are not teachers in the University, whether in Constituent or Affiliated colleges.

As usual, some persons to be nominated by the Chancellor.

78. In regard to the autonomy of the University, as usual, mistrust plays its part. With a Syndicate of this type no Government need hesitate to give block grants, liberal financial assistance, laying down the purpose but never the conditions and leaving it to make all the appointments in the University according to its own best judgment.

79. As in the other Universities, appointments might be made in consultation with a Statutory Board of Appointments to be thus constituted :

(*a*) The Vice-Chancellor (*Chairman*).

(*b*) The Director of Public Instruction in Mysore.

(*c*) The Principal of the University College concerned.

(*d*) The Head of the Department concerned provided he is not below the rank of a Reader.

(*e*) Two savants of all India standing not belonging to the jurisdiction of the Mysore University nominated by the Syndicate for each appointment or class of appointments who are experts in the subjects in which the appointment or appointments is to be made.

(*f*) In the case of vacancies in Professional colleges, the Heads of Government Departments concerned.

Provided, however, no member of the Board who is an applicant for a post under the consideration of the Board shall take any part in the proceedings of that body so far as that post is concerned.

80. Where the Board and the Syndicate concur, the Vice-Chancellor shall issue orders immediately. Where there is a difference of opinion, the matter should be referred to the Chancellor whose decision shall be final.

81. The proceedings of the Syndicate should be conducted through its own standing orders and rules necessarily elastic, and not the procedure laid down hard and fast by Statutes, as at present, on the model of the Rules of Business of the Legislatures and with an appeal to the Vice-Chancellor as a jolly possibility and feature.

82. Next I come to the Vice-Chancellorship of the University, which, as a Bengali orator once said, is the bone of contention. There is complete unanimity of opinion that the type of Vice-Chancellor should be a personality who would count both inside and outside the State, who would be welcomed at Inter-University meetings, Vice-Chancellors' Conferences and other gatherings as a member whose presence is coveted and valued. No Vice-Chancellor can rule by passing paper orders. He must be both leader and comrade to the University staff and the professors should be able to look up to him as a worthy friend and leader. Service promotions may not fit in with these ideas especially if the person has to remain on there till he completes his 55 years.

83. I would not taboo the appointment of a brilliant professor or other person in service who by his researches and creative out-put has brought credit to the University ; but even in such cases it should be a tenure appointment, terminable at the end of three or five years, preferably five with eligibility for re-appointment. The University is a member of the wider Republic of Letters and Sciences and our Vice-Chancellor should be good enough to be a member of such a Republic, not merely by his position which hardly counts in Universities but by his personal worth and standing.

84. Opinion is equally unanimous that election will not do. Two or three members mentioned the panel system but when the matter was gone into, they agreed that that will not do either and so only one process remained, namely, nomination. All were agreed that elections and the bad blood elections leave behind, should be avoided. At any rate, till traditions like those in advanced Universities are firmly etablished, then nobody would think of election but only selection.

85. Who should nominate is the point. Opinion is unanimous that it should be the Head of the University, namely, the Chancellor. He has no politics. He is intent on the credit of the University and has no other consideration. The very word Vice-Chancellor connotes special relationship to the Chancellor. Of course, the Chancellor would be free to consult people who are likely to be good judges in the matter, such as Ministers and savants from all over the country : but it should be a choice made by him in the exercise of his individual judgment. The Chancellor is a part of the University. He is the highest

officer and Crown. Powers vested in him are no violation of the principle of autonomy.

86. The Andhra University which is supposed to be so autonomous, has vested more powers in the Chancellor than some of the other Universities. He is the appellate authority in matters pertaining to elections, disciplinary action taken against the teachers and other employees. Furthermore, he has some administrative functions. A certain prize is to be awarded by him on the recommendation of the Syndicate and the Board of Selection and the custom is for the entire file to be sent up to the Chancellor. I would not therefore view with jealousy powers entrusted to the Chancellor. Such a feeling would be unacademic.

87. The Chancellor is the Head of the University. We must in our Act give him general powers of supervision over the University. It does not mean that he would exercise them. But it should be there as a possible reserve before visitorial powers are invoked.

88. It may be recalled that there is a Pro-Chancellor both in Madras and Andhra. In Madras the Minister for Education is *Ex-officio* Pro-Chancellor. When the Andhra University Act was under consideration, I opposed the idea of an *Ex-officio* Pro-Chancellor on two grounds :—

(i) that we have Rajas and Zamindars who might fill that place with dignity and possible financial contributions.

(ii) but more important, under all the Acts of Universities, the Chancellor, when present, presides at all the meetings of the Senate, which is the supreme authority. The Chancellor can delegate powers to the Pro-Chancellor and this is another reserve power which may be drawn upon in a contingency.

Suppose through some mischance a very poor specimen is made Vice-Chancellor. Without breaking the law and without violating the principle of autonomy, the Chancellor can delegate to a worthy Pro-Chancellor his powers and he could attend the meetings and conduct.

89. In the Mysore Act, I would suggest that the Chancellor be given the right to preside at Senate, Syndicate and Academic Council meetings when present and that the same rights do pertain to the Pro-Chancellor with the added provision that the Chancellor might delegate his powers to the Pro-Chancellor.

90. I will once again emphasise what I mentioned at the Cabinet meeting that autonomy is not a licence. Self-Government is also Government. Only it comes from self. If it does not come from self, it will come from outside. I am for the utmost liberty to the University but with these safeguards, before the visitorial powers of Government are invoked.

91. I may remark that in the old Acts, the visitorial powers were vested in the Viceroy and it was only recently after the transfer of Universities to the Provinces that the Viceroy was displaced by local or Provincial Government. I would vest visitorial powers in the Government, but of course no Government would, when difficulties arise of the type which would make its intervention necessary, act excepting in close accord with Chancellor.

92. As I emphasised at the Cabinet meeting, no schemes, however carefully drawn up, can anticipate the problems of life, administration and the changes due to time and events. That must be left to the competence and vigilance of the administration. For some time to come, the problem of Secondary and University education should be viewed as one organic whole and supervised accordingly. A hard and fast distinction will not work and it will again lead to that lapse and lack of co-ordination which has really caused some of our difficult and dangerous problems.

93. I would like to refer to a most extraordinary development which I consider specially unfortunate, *i.e.*, affiliating the Philomena College in Honours. I cannot in honesty refrain from saying that certain steps taken should be retraced. And this is one of those from which a complete recoil should be recommended.

94. University should have its own Administrative Manual, a Complete Code dealing with T.A. and other matters. In the matter of T.A., D.A. and so on, it need not automatically follow the Government. This follows from the fact that it will have its own funds and fiscal autonomy. As it cannot tax the people, it must adjust its expenditure to its resources. But on one statutory limitation, namely, that in regard to the T.A., D.A. and so on, the allowances it would give, should not exceed those given by Government.

95. There should be separate Boards of Studies for Honours courses. For Pass and Intermediate, there would be one Board.

96. Designation of Professor should follow as closely as possible the definition laid down by the Quinquennial Conference and adopted in some Universities, namely, a Professor should denote a person who is in charge of Honours and Post-Graduate work and is further both a researcher and an organiser of research. Teachers of a similar type but not so advanced would be nominated Reader.

97. In a properly organised University, research and the up-to-dateness in knowledge that research necessarily implies in respect of a particular field of exploration become the usual elements in organisation. There should be nothing special about it as though it is an extra.

98. This is the organisation that has, on the whole, stood the test of time. Our brilliant Honours men may, after a year or two as the case may be, proceed to their M.A. or M.Sc. I would recommend the term scholarship to be applied at this stage and provide for a certain limited number of scholarships in each branch; but admission to M.Sc. will not be confined to recipients of scholarships. Paying students also could be admitted. The fee may be about one hundred rupees or some such figure. Rough calculations have shown that the cost to the University of the facilities afforded for M.Sc. is about four hundred rupees a year, but we cannot run the higher courses on the principle of self-support—not even the lower courses.

99. Ph.D. or D.Sc. of three to five years will follow. Those registered for this would be called Fellows. A certain number of fellowships on a fairly good stipend should be instituted.

100. Demonstrators would be recruited mostly from scholars and fellows. This also will be a tenure grade—four years being the maximum after which the demonstrators must pass up or pass out. At each stage, from scholar to professor, the amount of curricular work will be so limited as to enable them to undertake research in the earlier stages under direction and in the higher, independently.

101. In the Annual Report of the University the research work and research publications should be given as an appendix. The Vice-Chancellor should deliver an address at each convocation reviewing the progress and policies of the University in which the research work of the year should be embodied.

102. This leads to the question of salaries. There is some amount of discontent in regard to the salaries now current. It is probably impossible to prevent the discontent altogether; no matter what arrangements one makes. No University of a real type can be based on competitive salaries and careeristic prospects. Something of a monastic or ascetic spirit, that is still a feature of the British Universities and of our old Patashalas, and a disinterested but ambitious devotion, ambitious not for credit but for scholarship and research, must be there. There is no other way of keeping the lamp of knowledge burning bright and smokeless.

103. Discontent here is due to two causes:—

(*a*) One, comparison with salaries in the Revenue and other departments. True! The comparison breaks down at points on analysis. A member of the University has opportunities of making a national or even international name for himself. A certain esteem also attaches to the teacher and the salary is not the only determinant of honour and status. However, glaring inequalities may be rectified.

(*b*) Comparison with other Universities in some respects: This comparison is superficial. A raw B.Sc. here is appointed as lecturer and he compares himself with lecturers in other Universities, forgetting that a lecturer in the Andhra, say, has to go through M.Sc. and demonstratorship with or without the D.Sc. undertaken concurrently, and then he becomes a lecturer if there is a vacancy. In view of the fact that the University prepares these young teachers from M.Sc. upwards spending a good deal on them and that at all stages we make it possible for the teacher to be also a learner and researcher, our salaries for our own men are a bit lower. For instance we have three types of lecturerships:—

1. Rs. 210—15/2—300
2. Rs. 150—10/2—200
3. Rs. 125—15/2—200

} plus 17½% of pay (D.A.)

104. Usually we appoint our own men to the lowest but they are promoted as and when opportunity comes without too strict a regard for the number of years served. Teachers who had undergone their preparation elsewhere will have to be given a higher start and where the academic spirit prevails, this does not cause so much dissatisfaction as to lead to disorganisation, deliberate neglect

of work and so forth. Because even the persons passed over today, if they show merit can pass up in a short time. Conditions with us are fluid and elastic and merit and original work play a big part in determining positions. Where research is emphasised, mechanical principles of staffing will not do. If even a young man hits on a brilliant piece of research and obtains national and international recognition, how could we refuse him recognition? We have in consequence a provision by which persons of that type, necessarily rare, could be made Professor or Reader in their own right even when we cannot give them a higher salary.

105. The Vice-Chancellor of Calcutta was so impressed by this that he told me that he would try to adopt a similar provision in Calcutta.

106. Allowing for all these, it is for Government to see whether they cannot do something to improve the scale of salaries. These are the scales in one of the Universities with which I am intimately connected.—

Professors	..	Rs. 750-50/2-1,000
Associate Professors	..	Rs. 400-40/2-600-50/2-700
Readers	..	Rs. 400-40/2-600
Associate Readers	..	Rs. 200-30/2-320-40/2-400
Lecturers	..	Rs. 210-15/2-300
		Rs. 150-10/2-200
		Rs. 125-15/2-200 *plus* 17½% of the pay D.A.
D.Sc. and M.Sc. Scholars and Fellows	..	Rs. 75

107. There are studentships of various cash values for the Science courses. Similarly on the Arts side.

108. Comparison with other Provinces in the matter of salaries cannot be done with respect to isolated departments only. We must take totality of the State services, otherwise we shall be getting only a partial view. No less important than salaries are conditions of service. If they enable the gifted teacher to earn a name for himself by adequate research and the attachment of a number of fellows to work under him, by occasional study leave, foreign deputations, etc., it will keep the University out and separate as a special type of organisation; and some of these comparisons may then be felt less acutely. We prepared a short statement of salaries here and elsewhere

of District Collectors, Judicial officials and so on to show that a comparison with respect to one department alone with outside agencies might not afford incontestable light and lead.

109. At the same time when the University is so developed as to become a real member of the general Republic of Letters and of Science, we should try to bring about conformity with conditions prevailing in similarly advanced Universities to the fullest extent that our finances permit.

110. Service conditions have always influenced nature of education imparted and the flow of students to particular courses. If we must try to prevent most students rushing into one channel it cannot be done by merely stopping them—and indeed should not. We have therefore argued for diversity of courses. Education does not function in isolation from society of which the State is an important aspect. Perhaps the most important. So I strongly recommend that conditions for entry into the clerical and other staffs of the various departments of the State be also made more specific and diverse and less general. At any rate to the extent of giving preference to those who have gone through a course of studies more closely related to the activities of the particular departments. By way of illustration, preference might be given in the Revenue Department to students who have taken Agriculture. Similarly with respect to other departments after working out carefully a general scheme. I recommend only preference and no monopoly. If this is done I expect that the specialists in M.Sc.'s and D.Sc.'s would have been an added motive to devote their talents in the direction of the specialities which they had cultivated and for which they are preparing.

111. Even the Secretariats should be staffed by people possessing special knowledge of the departments with which they deal. The idea of "Specialists in administration as such without reference to the subjects administered" is an Indian peculiarity which ought to be discontinued as quickly as possible. Secretariats in foreign countries are staffed by people possessing special qualifications and experience.

112. Under popular Governments this is more essential—quite indispensable ; for, in members of Government we look forward to sound judgment, integrity and the qualities that make for the good judge on the facts

presented and big purposes. They are not supposed to have specialised knowledge. Therefore, the Secretariats should be manned by people who will supply them the data on which sound judgments should be based, not as solely gathered from files, but by independent, personal, extensive and intimate knowledge.

113. To-day our Central Government has adopted this principle ; for instance, in the Education Department, we have three educationists of high rank, namely, Dr. Tara Chand, Prof. Kabir and Mr. P. Narasimhaiya.

114. If service conditions are properly reformed this rush of students into general channels will in large measure be stemmed.

115. I even look forward to the time, which need not be very remote, when competitive examinations may be dispensed with and appointments may be made on the college career and the results of examinations and other tests.

116. Organisation of Military and Physical education could not be delayed too long.

117. Before I conclude *this* summary I would like to place on record my emphatic feeling and judgment that the problems here are the problems of growth and vitality. The growth has been phenomenal. It is a rush which naturally did not give our administrators sufficient time to foresee and forestall the arrangements and readjustments necessary. It is with a feeling of pride that I have taken note of the quantitative expansion in all directions and of the professional institutions started. In an appendix figures illustrative of this are given. So, there is no need for Mysore to feel apologetical but this intensifies the obligation on our part to bring about a better co-ordination—firstly between education and life and secondly between the different grades of education.

118. May I be permitted to round off this benediction by making an appeal to Government to bestow on the University a big endowment at this, its second stage of development which may mark an epoch in its progress. Even the old bureaucratic Government gave the Andhra University, at a time when it was not a teaching corporation, Rs. 27½ lakhs, as, what it is called, its Foundation Fund or Permanent Endowment, the idea of the fund being that only the interest therefrom could be utilised for the purpose of the University but the capital should

not be touched. They also gave Rs. 7½ lakhs for a Building Fund. The Mysore University to-day is a bigger corporation than what the Andhra was in 1930 and the value of money too has gone down. So, even on the principle of bare equivalence, I would request Government to give a crore of rupees from its reserves as its permanent or foundation fund. This will have a heartening effect on the entire organisation and I assure Government it will not be too much. Of course, this would be without prejudice to all the other funds and grants required. It will give the University a feeling of pride that it has a few lakhs, as it were, as its own property with which it can undertake needful developments.

119. Of course, there will be audit and concurrent audit. The reserves are bound to be depleted and this is the time when Government should recognise this Gurukula and give it a donation worthy both of itself and of the State.

120. We must also set apart at least 200 acres of land within Bangalore—I will not at this stage specify—and also give them a special building grant for the Domestic Science College and other institutions of about Rs. 25 lakhs.

121. The advent of Independence, of National Governments and Democratic Cabinets cannot find a nobler or more impressive expression than in a benefaction of this type to this University. It will fire the hearts and imagination of the people.

122. There should be an Instruments' Manufacturing Section with either a good workshop attached or workshop facilities provided in the Engineering College. This is a most valuable department of work in a University.

123. There should be a Buildings Department under the University office. It would of course work in the closest possible collaboration with the Government P.W.D.; but if we want our building works to be expedited, it is necessary to have a section under the University. If minor repairs, annual repairs, etc., are entrusted to this section, it will have plenty of work every year.

124. I enclose papers on the present S.S.L.C. and the present Intermediate which brings to light the lack of co-ordination.

125. When the professional colleges are operated fully as Faculties of the University, it may be necessary to revise the salaries and bring about as far as possible uniform grades and scales. I am informed the difficulty of securing a contented staff in the Medical College at Mysore would in a large measure be got over if the grades and salaries for Professors, Readers, Lecturers and Demonstrators are equated to those in the University with abolition of private practice, but with permission to have consulting practice. I recognise of course that if the academic spirit is lacking, salaries cannot by themselves produce contentment.

126. One of the ways of bringing our advanced Science and Applied Science Department into contact with concrete problems is to permit them to undertake research for private parties. In the Andhra University this is allowed and last year a number of items for B.N. Railway, Travancore Government, some Government departments and sister Universities were undertaken. The charges are generally higher than at market ratios because we are a University who should not compete with private concerns or invite too much custom. There is a principle of sharing the fees with the staff members concerned and the University; by which the University is not only reimbursed for its expenditure on such investigations but gets a little extra.

Our Engineering and other Colleges in Mysore too might be allowed similar scope.

127. On a consideration of the conditions in Mysore State it seems to be unnecessary to vary the length of the primary school, middle school and high school courses; they may remain as they are, namely, four, four and three years, respectively.

128. Consequent on a number of factors which have been coming into greater prominence since World War I, such as (i) the steady and rapid growth in the numbers of pupils at these stages, (ii) the proportionately large number of children coming from classes known as depressed and backward classes, hitherto but slightly interested in the education of their children, (iii) the recruitment of teachers from a wider area and with less of a selection than had been the case before, (iv) the almost natural tendency to make learning process, where mass production is involved, more bookish, mechanical and routinised than ever before and to an extent that reduced

to a minimum, if it did not eliminate altogether, the personal relationship between the teacher and the taught, the Guru and the Sishya, all intensified by a vague feeling in men's minds that education in India under the British had ceased to be national,—consequent on all these there has been a growing dissatisfaction with the existing schemes and institutions. This dissatisfaction is by no means confined to Mysore or even India but is an insistent feature all the World over. As a result of this and probably under the pressure of other ideas besides, there has been evolved in India what has come to be known as " Basic Education."

The general complaint is that education at present is bookish and devoid of life interests and so tends to become mechanical and soulless. The wastage of time, effort and money in consequence is very great and so the reform should be such, it is contended, as would wean the boy from books and would centre processes of learning and development of personality round activities appropriate to each stage and would thus attune education to the economic and social structure of the society of which he would be an active member.

129. To achieve this the State proposes to introduce "Basic Education" in all the primary schools. This involves the production of the necessary number of qualified teachers. How far the State can do this in a reasonable length of time on the basis of the programme of teacher training now adopted does not appear to have been investigated but some measures have been taken to make a beginning.

130. Now that the State has accepted " Basic Education " as an integral part of its educational reform it will be worthwhile considering in detail the whole scheme in *all* its aspects and ascertaining what changes and adaptations, if any, are necessary when the object is mass education and not so much experiment in a limited scale in specially chosen conditions and with selected staff. Every slogan should be subject to examinations and, if necessary, re-examination. In fact basic education, truly understood means, that which is the basis for the largest number of sciences, applied sciences and cultural pursuits while starting with a direct correlation with life. It must not merely lead out to a livelihood but lead up to higher education.

131. When we deal with middle school and high school education the factor that is most prominent is the increasing number of students, both boys and girls, drawn more especially from strata of society which had contributed in the past only limited numbers. The result is the pattern of the school community is very different from what it used to be. As a direct consequence we shall have to provide for a highly diversified system of education to suit a highly diversified school community. In other words education has to serve the objects and interests not merely of a few classes of the society with their more or less canalised needs but of the masses with varying needs and so has to be academic and practical as well. It is necessary that all students should have opportunities for acquiring skills in some kinds of practical art—skills not of a diffuse indeterminate type but of a standard that would help the boys and girls to take up a vocation, if need be. In fact the schools will have to cease to be purely or even predominantly academic and become multi-purposeful and so multi-lateral. At the same time, we should guard against the mistake of confusing diversification with specialisation of studies and should devise a scheme with real adoptability to the changing objects and latent abilities of the students.

132. Accordingly it is suggested that in the Middle Schools all the boys and girls should take up an effective course in one practical art or another, that would bring home to them the dignity of labour, while in the High School provision should be made for both Academic and Technical courses, with the distinct understanding that pupils could change over from one to the other though under specified conditions. Students doing the academic course will do a certain amount of practical Arts subjects, and those taking the Technical courses will have the same courses as the rest have in those subjects which would fit them for life of active citizenship, while all will join on a footing of equality in the various social, sports and other extra-curricular activities.

133. The practical subjects should be organised with special reference to the environment of each school and should in all but the smallest institutions be as varied as possible ; otherwise they will fail in the main purpose of special appeal to each student, and tend in due course to become uninteresting and unrelated to life.

134. At the same time subjects like Agriculture and Domestic Economy or Home Keeping should find a place

in the largest number of boys' and girls' schools respectively. These are important not only in themselves as occupying a large place in the economy of our country but also because they are truly basic subjects for further education. They are subjects in which physical and social sciences find application and they can thus lead on to further studies according to the individual tastes of the pupils.

135. In every one of these the practical work should be done methodically. The schools should also have to devise the ways by which the community could be made to take increased interest in them and the practical Arts subjects provide in some ways ample opportunities for this. This linking up of the Home and the Community and the School is essential if education is to take root in society and is not to be exotic for all time. It is only a system of education which is capable of serving, and serves the ever expanding interests of the Nation that has a title to be called National System of Education.

136. If the system is not to degenerate, it should have more than everything else the services of an efficient teaching force. The present educational organisation would appear to be defective for the following reasons :—

(i) That the proportion of teachers professionally unqualified is very great in the Primary schools, while it is distinctly unsatisfactory in middle and high school grades.

(ii) That the general educational qualifications of the New Type Middle School teachers are inferior to those in the general Middle Schools.

(iii) That the headmasters of even the general middle schools are underqualified in respect of general education and professional education. These should be trained graduates.

(iv) That on account of recruitment rules, it is found impossible to secure a stable, contented, qualified staff for secondary schools, on which the headmaster could rely for putting his scheme through.

(v) That little or no provision is made in secondary schools for systematic physical education by trained men and women.

137. These defects could be rectified at the earliest by adopting special measures. To solve the problem of

untrained primary school teachers the following programme may be adopted :—

(*a*) That the existing untrained teachers be given a system of personal and postal instruction, spread over a period of two years in each case followed by a public examination ;

(*b*) That those who have passed the fifth form examination and those who have failed to pass the S.S.L.C. examination be recruited direct for training for one year in the professional subjects in the ordinary training schools ;

(*c*) That direct recruitment of teachers from professionally unqualified people continue to be made in the meanwhile from the ranks of those who have passed the middle school or the fourth form examination.

A scheme could be devised on the above lines which would solve the problem of untrained teachers in the course of ten years. The cost to the State will be comparatively less.

The policy may be reconsidered when once the training work is fairly complete.

138. The work of training the middle school teachers will have to be done as now by regular training schools ; but the State may as a provisional measure attach training departments to existing high schools, employing a special set of teachers for this purpose.

The untrained teachers in high schools of a certain standing may be permitted to take vocational courses and apply for a special diploma examination which would license them to exercise their profession.

139. The present rules of recruitment seem to be defective in that they impose conditions impossible of fulfilment by the backward and depressed classes whose interests they are intended to safeguard. This results in a large number of posts being kept unfilled permanently and the persons appointed temporarily thereto have always the Democles's sword hanging above them—a situation in which neither the backward communities nor the nation at large profit. A recasting of these rules appears to be called for and I am confident that such a step will not hurt in the long run the interests of the backward classes themselves.

140. At the same time the State will have to reorganise its inspectorate so as to bring it into a line with

modern needs and conditions. These are broadly as follows:—

(*a*) Since girls' schools should be staffed by women and since these schools will have special subjects like Domestic Economy and Needle Work, it is very necessary that these schools should be under the control of women officers with specialist training in subjects like the above. This is such a common feature in governmental organisation in India that is rather surprising that similar provision which used to exist in Mysore has been done away with;

(*b*) The high schools now-a-days employ as teachers persons with specialist qualifications in certain subjects and these teachers generally handle English and their own special subjects. Naturally, Inspectors if they are to be convincing and are not merely to confine themselves to administrative and statistical side, should have at least the qualifications of the specialist teachers whose work they are to inspect and report upon. It was in consequence of the appreciation of this need that Mysore had at one time a special Inspector of Sciences. Even now we find the need for posts such as Inspectors of Practical Instruction and Inspectors of Agriculture. But the place for specialists in other subjects is equally clear. So it is suggested that a scheme of subject-Inspectorate might be adopted and put into operation as the circumstances permit.

(*c*) Such an Inspectorate will be necessary if as suggested in the report the Inspectors of High Schools and Lecturers in Training Colleges are to be inter-changeable under some system that might be evolved by the University and the Department in co-operation with each other.

SECTION I.

Present Educational Organisation in the Mysore State.

The entire general educational structure consists of—

(A) The Primary School Stage,
(B) The Middle School Stage,
(C) The High School Stage, and
(D) The University Stage.

(A) The Primary School Stage.

The Primary stage is a course of 4 years. Pupils are expected to join at the age of 6. Education is free in all schools. The several parts of the State fall into the following categories :—

(i) Parts where the full scheme of Compulsory Education has been introduced, *i.e.*, where all pupils of the school-going age have to attend primary schools during the ages of 6 and 10 unless they could satisfy the education authorities that they have either completed the primary stage of education or are attending institutions where a corresponding grade of education at least is being imparted. Under this scheme come the following areas in the State :—

	Districts.		*Taluks where this compulsion is in force.*
1.	Bangalore City District	..	Bangalore North Taluk
2.	Kolar	..	Kolar Taluk
3.	Chikmagalur	..	Chikmagalur Taluk
4.	Shimoga	..	Shimoga Taluk
5.	Mysore	..	Mysore Taluk
6.	Mandya	..	Mandya Taluk
7.	Hassan	..	Hassan Taluk
8.	Tumkur	..	Tumkur Taluk
9.	Chitaldrug	..	Chitaldrug Taluk

Out of a school-going population of 51,879 in the above area, 34,401 are receiving instruction in one educational institute or other. The difference is due to the fact that the compulsion has been started only at the lowest age, those above being left alone even though they may not be in receipt of any schooling.

In order to secure the end in view, the Department has divided the areas concerned into really small working units each unit or range consisting of about 100 schools, but this number is proposed to be reduced to about 60 per range so as to make the range more handy for purposes of general administration and for giving effect to full compulsion. Each of these units is placed in charge of an Inspector of Schools, who is invariably a trained graduate with the following staff :—

Attendance Officers	..	At the rate of one Attendance Officer for 30 to 35 schools.
Clerks	.. ..	Two
Peons	.. ..	Two

The duties of the Inspector are varied in character and include inspection of primary schools, checking up the teachers' abilities and where possible giving them practical hints, amounting preferably to a day's coaching in the art of teaching—it should be remembered that roughly 75 per cent of the primary school teachers are untrained and a good proportion of these new to the profession itself—enlisting the co-operation of the parents and the public in the task of making compulsion effective, besides attending to the duty of staffing the schools and equipping them properly and helping the District Educational Officer in the inspection of the rural middle schools when required to do so.

The number of schools in such compulsory areas	.. ..		1,136
The number of pupils in all these schools is—			
Boys	.. ..	21,974	
Girls	.. ..	12,427	
Total	.. ..		34,401
The number of Inspectors of Schools in			
Kannada	.. ..	15	
Urdu	.. ..	9	
Total	.. ..		24

(ii) Parts of the State where there is no compulsion of the kind described above but where compulsion in the matter of school attendance is insisted upon, known ordinarily as partial compulsion areas.

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Under this scheme come the following areas :—

1. Bangalore City District	..	Closepet, Channapatna and Dodballapur.
2. Kolar	..	Bowringpet, Chikballapur and Chintamani.
3. Chikmagalur	..	Kadur, Tarikere and Koppa.
4. Shimoga	..	Sagar, Thirthahalli and Bhadravati.
5. Mysore	..	Chamarajanagar, Nanjangud and T.-Narsipur.
6. Mandya	..	Maddur, Krishnarajpet and French-Rocks.
7. Hassan	..	Belur, Arsikere and Channarayapatna.
8. Tumkur	..	Koratagere, Madhugiri and Pavagada.
9. Chitaldrug	..	Davangere, Hosadurga and Molakalmuru.

Here, all that the State seeks to ensure is that such pupils as come voluntarily to the schools are not permitted to give up education before they complete the primary stage of work or reach the age of 12, whichever may happen earlier. As a corollary, the State sees to it that the schools are so distributed that they are within easy walking distance from the homes of the pupils.

The number of children of the school-going age in these parts is 280,892—boys 161,409 and girls 119,485.

The number of schools in this area is	..		2,948
The number of pupils in these schools is—			
Boys	..	..	112,390
Girls	..	..	52,202
The number of Inspectors in charge of the schools is—			
Kannada	..	72	
Urdu	..	13	
		—	85

(iii) In the rest of the area, the State provides the primary schools it considers necessary and leaves it to the good sense and responsibility of the parents to send their children to the schools or not.

The areas in the State coming within this category are :—

Districts.	*Areas within this category.*
1. Bangalore City District ..	1. Bangalore South 2. Hoskote 3. Devanahalli

Districts.	*Areas within this category.*
	4. Nelamangala
	5. Magadi
	6. Venkarahalli
	7. Anekal
2. Kolar	1. Mulbagal
	2. Srinivasapur
	3. Sidlaghatta
	4. Bagepalli
	5. Gudibanda
	6. Goribidnur
	7. Malur
3. Tumkur	1. Sira
	2. Chiknaikanhalli
	3. Gubbi
	4. Tiptur
	5. Turuvekere
	6. Kunigal
4. Mysore	1. Krishnarajanagar
	2. Periyapatna
	3. Hunsur
	4. Heggaddevankote
	5. Gundlupet
	6. Yelandoor
5. Mandya	1. Srirangapatna
	2. Nagamangala
	3. Malavalli
6. Chitaldrug	1. Challakere
	2. Jagalur
	3. Harihar
	4. Holalkere
	5. Hiriyur
7. Hassan	1. Alur
	2. Sakleshpur
	3. Arkalgud
	4. Hole-Narsipur
8. Chikmagalur	Mudigere
9. Shimoga	1. Chennagiri
	2. Shikaripur
	3. Honnali
	4. Sorab
	5. Hosanagar

The following are the statistics relating to those areas :—

No. of schools in the area ..	5,201
No. of pupils in these schools—Boys ..	222,097
Girls ..	98,466
Total ..	320,563

No. of children of the school-going age in this area	766,600
No. of Inspectors in charge of the schools	43

It will be seen from the above that, in the State whose area is 29,444 sq. miles,—

(*a*) there are 9,285 primary schools, *i.e.*, one school per 3·16 sq. miles,

(*b*) out of 900,000 children of school-going age, 5,19,556 are already at school; of these, 3,56,461 are boys and 1,63,095 are girls,

(*c*) out of 9,285 schools, 4,933 are single-teacher schools with classes I—IV and the average strength of a school is 23,

(*d*) out of 15,000 teachers, about 11,000 are untrained.

Unlike in Madras, Education in these schools is free at this stage both in theory and practice and no school is eligible for State recognition if fees are levied.

One important feature of the primary school system is that 7,318 primary schools are State-maintained and State-administered. The scale of salary used to be the same for both trained and untrained teachers but recently a differentiation has been made. The trained teacher gets Rs. 30—1½—45—2—55 as against Rs. 25—1—30—1—45 for an untrained teacher. But the untrained teacher is eligible for confirmation just as much as a trained teacher.

Closely connected with the primary schools and the problem of their proper staffing is the system of training schools preparing the grade of teachers who would be absorbed in these primary schools.

The aim of the department is to appoint as teachers those who have passed the middle school examination and have undergone thereafter a three-year course in training schools, the first two years being devoted to a general knowledge course and the last year to the study of the principles and methods of teaching. Such a teacher will be about the fifth form in general attainments and under very favourable conditions, he may come up to the level of the S.S.L.C. The object of the Department is very laudable and every effort should be made to keep this in view in the future also.

There are in the State 6 training schools which produce each year about 220 trained teachers. The Department has started from the beginning of this year a special training centre where all the trainees and their teachers reside. Here, a course of intensive training is given to the trainees (who are generally those who have put in considerable service as teachers), which would enable them to take their training certificates at the end of one year. This would increase the output by 300 a year. It is understood that more training centres of the usual three years' course may be opened next year. By all these means, it is expected to turn out annually something like 600 trained teachers in the near future.

The primary school curriculum was revised in 1942. Provision has been made for training in Three R's, for some amount of hand and eye training and Nature Study and Gardening. But sufficient importance is not being paid to the second and third items which are as important as the first. The medium of instruction is Kannada in almost all the general schools, except in Urdu Schools intended specially for Muslim boys and girls, where the medium is Urdu. The rules provide for the establishment of Telugu and Tamil schools but these rules have not had tangible practical application.

As a corrective to this and with a view to the system being supplanted ultimately by what is known as basic school system, the State has started training basic school teachers in the same special training centre referred to above but separately. Undergoing this training under a specially chosen staff with a small practising school of its own in the campus, there are now 80 teachers who have already undergone training in the ordinary training schools and who have shown a promise of good work. The period of training in the case of these already trained picked teachers is one academic year, followed by another year of training at the end of an interval of one year of teaching, during which interval they will be under the supervision of training teachers of basic training school. It is presumed that when men and women new to teaching are chosen, the Department may have to organise courses extending over three to four years at least, since these trainees will have to learn not only the principles and methods of teaching and general knowledge subjects but also the craft to be used not only as an end in itself but what is equally, if not more important, as a medium for

learning branches of knowledge like Arithmetic, Reading, Nature Study, Social Studies which would in their turn open up new fields of quest to the young boys and girls. This will be the case at least for the next 7 or 8 years, before which young men and women trained in Basic Schools will not be available to take up teaching work.

(B) The Middle School Stage.

This consists of 4 years. Entrance to these schools is from primary schools. There is no public examination nor is any test held by the Inspector on the basis of which any certificate is issued. Pupils are issued Transfer Certificates by the head masters of primary schools on the results of examinations held by them. In this respect the head masters of primary schools in Mysore State enjoy a much higher status than those in Madras where no head master of an elementary school of any kind is permitted to issue such a transfer certificate. In special cases, students are allowed to sit for the annual examination of the middle schools with the permission of the District Educational Officers. The class to which these are admitted would depend on the results of the examination.

There are two sets of schools where this stage of education is imparted. One is the ordinary type of middle school with a straight four-year course. These schools are staffed by secondary grade teachers. A few schools here and there have graduate head masters or head mistresses. But this is an exception. Roughly, a third of the teachers are untrained. One other feature is that a number of even these untrained teachers are locally recruited persons whose tenure is strictly temporary and who are liable to be displaced without notice the moment a person, even though he himself may be untrained, is available who otherwise satisfies the communal rules of recruitment. Owing to almost unprecedented eagerness on the part of the parents for education of some kind for their children many of the schools are overcrowded and sections with over 50 children are not rare. Equipment is sometimes satisfactory but as it is not one of those things that could be improvised easily, it tends to be unsatisfactory, especially in the lower classes.

The course of studies consists of two parts: a compulsory part and an optional part.

COMPULSORY PART :

1. English.—(i) English Text.
   (ii) General English, Grammar and Translation or Paraphrase.
2. Second Language.—Kannada, Urdu, Telugu, Tamil or English.
   (i) Text and Grammar.
   (ii) Composition.
3. Elementary Mathematics.
4. History and Geography.

OPTIONAL PART (one of the following) :—

1. Hygiene.
2. Kannada (for Muslim candidates from Urdu Middle schools).
3. Urdu (for those whose mother-tongue is other than Urdu).
4. Sanskrit or Hindi or Persian.
5. Domestic Economy and Needle-work (for girls only).
6. (*a*) Music—Practical Examination only.
   (*b*) Intermediate standard of Trinity College of Music (only for pupils from European Schools).
7. Practical Instruction subjects.—
   (*a*) Agriculture.
   (*b*) Sericulture.
   (*c*) Carpentry, Tailoring, Shoe-making, Weaving, Smithy, Brass Work, Lacquer Work, or other subjects that may be introduced from time to time.

The optionals are studied from the second year of the course. The medium of instruction is Kannada except in the Urdu schools intended for Muslim boys and girls.

The second set of schools consists of what are known as New Type Middle Schools. They also offer a four-year course with the same curricula of studies as in other middle schools, the difference between the two types of schools being :—

(i) Whereas the middle school proper has been organized from the first as an entity in itself, the corresponding four classes in the New Type Middle School are really a department attached to already existing primary schools.

(ii) This origin has carried with it some serious defects. The Middle School sections in the New Type Middle Schools are under the same head master as the primary school. They may have passed only the Middle

School Examination. Secondly, there may not be, unless the strength warrants it, one teacher per class of the middle school section. One teacher may be in charge of two classes. Thirdly, unlike in the ordinary middle schools, the teachers handling the middle school classes may be persons with only middle school qualifications.

'In short, it is a cheaper and probably much less efficient type of institution, conceived of primarily as a first step which should be discarded in due course in favour of the better institution with the increase in enrolment and improvement in the finances of the State. But it should be recognized that these need not be, and probably are not in fact inferior to the corresponding institutions scattered in the rural areas in the neighbouring Province of Madras, under the name of higher elementary schools.

There is a public examination at the end of the Middle School Stage. It is only pupils who secure a pass in this that can be admitted into the High School, though girl students may obtain entry into the high school on the strength of transfer certificate issued by the head master of any middle school (of either variety) after the annual school examination.

The schools in each district are in the direct charge of the District Educational Officer who has control and inspection of the high schools as well, in addition to the supervision work over the Inspectors of schools in the district.

Below are appended the main details in regard to the Middle School stage of education:—

The number of children of the age group of this stage (very rough)	750,000
The number of Middle Schools as on 1-3-1949 ..	691
The number of New Type Middle Schools ..	495
Total ..	1,186
No. of pupils in these schools as on 1-3-1949—	
Boys	97,316
Girls	24,325
Total ..	121,641
No. of teachers in these schools ..	6,998
No. of untrained teachers of the above ..	2,487

No. of schools where practical subjects are taught as optional subjects.—

	Government.	*Aided.*
Agriculture ..	21	..
Domestic Economy ..	9	6
Carpentry ..	10	1
Tailoring ..	9	1
Weaving ..	7	1
Leather Work ..	1	..
Lacquer Work ..	2	..
Brass Work ..	1	..
Smithy ..	2	..
Rattan Work ..	1	1

Out of a total of 691 middle schools, 626 are State-maintained and State-administered, the rest being State-aided or municipal. The Education is free at this stage also. Private managed institutions get grants which amount to three-fourths of the net authorised cost.

C. High School Stage.

This stage of education extends over three years. The course prescribed is as hereunder :—

Compulsory Subjects.—

1. English
2. Second Language (one Language)—
   - (*a*) Sanskrit
   - (*b*) Kannada
   - (*c*) Tamil
   - (*d*) Telugu
   - (*e*) Urdu
   - (*f*) Persian
   - (*g*) Arabic
   - (*h*) French
3. General Science (including Human Physiology)—
   - (*a*) Physics
   - (*b*) Chemistry
   - (*c*) Biology
4. Elementary Mathematics—
   - (*a*) Arithmetic
   - (*b*) Algebra
   - (*c*) Geometry
5. History, Civics and Geography—
   - (*a*) History of India in brief, Outline of General History of the World on biographical lines.
   - (*b*) Civics
   - (*c*) Geography

II. Optional Subjects.—

One of the following groups :—

A. Humanistic Group (one of the following)—

(i) History of England or Geography

(ii) (*a*) English
(*b*) Sanskrit
(*c*) Persian
(*d*) Arabic
(*e*) Islamic History
(*f*) Indian History
(*g*) Hindi

Or

B. Mathematics and Science Group—

(i) Mathematics—
(*a*) Algebra
(*b*) Geometry

(ii) Science—
(*a*) Physics (Practical Physics)
(*b*) Chemistry (Practical Chemistry)
(*c*) Biology

Or

C. Practical Arts Group (one of the following)—

(i) Domestic Arts
(ii) Agriculture
(iii) Sericulture
(iv) Industrial Arts (one of the following)—
(*a*) Electrical Wiring and Fitting
(*b*) Mensuration, Surveying and Draughtsmanship.
(*c*) Mechanical Shop and Fitter's Work
(*d*) Pattern-making and Foundry Work
(*e*) Wood Work
(*f*) Blacksmithy
(*g*) Weaving
(*h*) Prints and Engraving
(*i*) Composing, Printing and Binding

(v) Commercial Arts (any two of the following)—
(*a*) Accountancy
(*b*) Banking
(*c*) Co-operation
(*d*) Typewriting
(*e*) Practice of Commerce

Or

D. Music and Fine Arts Group (one of the following)—

(*a*) Music
(*b*) Painting and Drawing

The following table gives the approved allotment of periods per week among the several subjects :—

Subject	Number of periods per week		
	I year	II year	III year
1. English	9	8	8
2. Second language	4	4	4
3. Science—			
(*a*) Physics	2	1	1
(*b*) Chemistry	2	1	1
(*c*) Biology	2	1	1
4. Mathematics—			
(*a*) Arithmetic	2	2	2
(*b*) Algebra	2	1	1
(*c*) Geometry	2	1	1
5. (*a*) History	3	1	1
(*b*) Civics		1	1
(*c*) Geography	2	1	1
6. Optional Subjects		9	9
7. Physical Training * ..	4-30 P.M. to 5 P.M.		
	30 *plus* 5	30 *plus* 5*	30 *plus* 5

The media of instruction are Kannada and English, the latter being used primarily by all whose mother-tongue is not Kannada. Kannada-speaking children also are admitted if the head master can find room in the English section. There is no hard and fast rule.

There are 148 high schools. Of these, 33 are managed and maintained by Government and of the rest 70 are under District Boards and Municipalities and 45 are under private managements. The non-Government schools get three-fourths grant on the net cost and half to full grant in exceptional cases in respect of non-recurring expenditure. The main difference in organisation between the Government and non-Government schools consists in the fact that the salaries in the former are higher than in the latter.

One marked feature of all the schools is the large enrolment. Cases are not unknown where there are sections with above 60 students. A second feature, a result of the growth in enrolment is the pressure on accommodation. This in combination with the strain on resources, the lack of a patient consideration of the problems in

* One of the periods on Saturday meant for Library work is to be utilised for this subject.

all their aspects and the want of competent, stable personnel has brought about the almost complete elimination of anything like practical work on the part of the students and possibly also of even demonstration work by the teachers. One cannot fail to notice that even when ample accommodation is available, the spare space would be rather set apart for some other purpose than be devoted to this at least equally essential item of school work. The fact is the schools are come to a stage where they have ceased to be troubled by such a problem at all. A third feature is the location of the classes in a large number of scattered buildings not always inside the school compound, making movement of pupils and teachers from class to class very difficult, entailing waste of time in the process and rendering supervision work by the head master by no means easy. Another point that should be noted in this connection is the composition of the teaching staff. Owing to reasons which need not be gone into here coupled with the fact that a very large number of schools have been started recently, it will be found on a close analysis :

(i) That a good 35% of the teaching staff is untrained and 25% belongs to the category commonly known as 'local' candidates, *i.e.,* persons who have been selected by the immediate administrative authority from among the locally available persons in the absence of candidates, qualified educationally and otherwise under the State rules of recruitment, to fill the vacancies arising from time to time as temporary stop-gaps pending the selection of candidates in the normal course. These 'local' candidates would be ordinarily untrained graduates.

(ii) That a good number of even the regularly recruited teachers are persons who have taken their degrees recently.

(iii) That the head masters are not always men of large experience both in teaching and administration.

These schools are inspected by the District Educational Officers. These are men-officers and they inspect girls' schools as well.

The District Educational Officers are under the immediate control of the Director of Public Instruction and control the work of the Inspectors of Schools and have general powers over the Primary Schools.

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The following are the main statistical details :—

The total number of children of this age group in the State (very roughly) is 500,000.

Number of high schools—	
Boys ..	125
Girls ..	23
Total ..	148
Number of students—	
Boys ..	34,620
Girls ..	5,535
Total ..	38,155

Number of teachers in Government high schools—

Men, trained ..	353
Men, untrained ..	295
Total ..	648
Women, untrained ..	71
Women, trained ..	47
Total ..	118
Total Men and Women ..	766

Number of schools in which vocational subjects are taught and the number of students taking these courses :—

	No. of Schools.	*No. of Students.*
Agriculture ..	1	55
Tailoring ..	..	..
Mensuration with Surveying and Draughtsmanship ..	2	10
Electric Wiring and Fitting ..	3	36
Pattern-making and Foundry ..	3	22
Composing and Printing or Book-binding	8	38
Mechanical Shop and Fitter's Work ..	2	42
Weaving ..	3	20
Total ..	22	223

Industrial and Other Schools.

The educational organisation of the pre-University stage will not be complete without a mention of another important set of institutions.

These are Industrial Schools scattered all over the State seeking to give systematic instruction under qualified teachers in the local industries like Carpentry, Smithy, Rattan Work, Toy-making, Pottery, Leather Work, with a view to raise craftsmanship above the level of mere unintelligent copying. In addition to these local institutions, situated generally at the District or Taluk headquarters, there are in Bangalore and Mysore extremely well-equipped Institutes, the one in Bangalore bearing the expressive name of Sri Jayachamarajendra Occupational Institute and the one at Mysore, an older one with a great tradition behind it, being called the Sri Chamarajendra Technical Institute.

The Industrial Schools do not charge any fees. On the other hand a small scholarship is given during the first year or two and later a regular amount is given to each student on the basis of work turned out by him. The same is the case in the Mysore and Bangalore Institutes as well.

These institutes are under the Industries Department and there is little or no connection between them and the large mass of secondary schools.

The entrance qualifications are :—

The District Industrial Schools and Sri Chamarajendra Technical Institute, Mysore.	Middle School Course.
The Taluk Industrial Schools ..	Primary School Course.

Details regarding the schools are as in the following statement.

Sl. No.	Locality	Arts taught	No. of Students	No. of Teachers	Duration of the course	Whether fees charged	Value of scholarship given		Other allowances to students.
							Local	Moffusil	
		A. INDUSTRIAL SCHOOLS (DISTRICT.)							
1.	Hassan ..	Carpentry, Smithy and Fitter's work, Brass Metal Work and Machine Shop	19	4	3 years including one year's apprenticeship course	..	Rs. I yr. 5 II yr. 6	Rs. 6 7	Wages in lieu of scholarship during the third or apprenticeship period
2.	Shimoga ..	Carpentry, Smithy and Fitter's Work	15	2			Do	Do	
3.	Chitaldrug ..	Carpentry, Wool Weaving and Dyeing	17	3			Do	Do	
4.	Chikmagalur ..	Carpentry, Smithy. ..	10	2			Do (during training period of two years)	Do	(Wages depend upon their ability)
		B. TALUK INDUSTRIAL SCHOOLS.							
1.	Channapatna ..	Punjab Lacquer, Carpentry, Smithy, Machine Shop, Nature imitation Art, Lacquer Work, Leather Work and Button-making.	102	11	All courses as above except Leather Stitching where the course spreads for full four years.	..	Do	Do	Special rate of Rs. 12 has been sanctioned for girl students at Dodballapur and Chikballapur
2.	Dodballapur ..	Carpentry and Weaving.	31	3					

3.	Chikballapur ..	Carpentry and Weaving.	29	2				
4.	Nelamangala ..	Weaving ..	12	1				
5.	Sagar ..	Carpentry, Smithy and Sandalwood carving	9	3				
6.	Channapatna (for girls)	Embroidery, Jari work, Agarbathi, Lacquer work, and Knitting						

C. SRI CHAMARAJENDRA TECHNICAL INSTITUTE, MYSORE.

	Mysore ..	Carpentry and Cabinet making, Smithy, Fitters' Work, Mural work, Ruttan Work, Enamelling Work, Engraving, Wood Carving, Sandalwood Carving, Clay Modelling, Fine Arts.	156	18	All courses of 4 years' duration, except Cabinet-making which is of 5 years' duration.	Nil.	Rates vary from Rs 4 to Rs. 12	

Sl. No.	Locality	Arts taught	No. of students	No. of teachers	Duration of the course	Whether fees charged	Value of Scholarship given		Other allowances to students
							Local	Moffussil	
		D. SRI JAYACHAMARAJENDRA OCCUPATIONAL INSTITUTE							
	Bangalore ..	1. Machinists .. 2. Welding Technology. 3. Instrument Mechanics 4. Automobile Engineering 5. Boilers and Engines (maintenance and attendance). 6. Metal Work .. 7. Draughtsmanship and Estimating (Civil). 8. Do (Mechanical) 9. Electrical Technology. 10. Radio Technology 11. Motion Picture Technique. (Sound Recording) 12. Motion Picture Technique (Cinematography) 13. Ceramics and Refractories 14, Glass Technology 15. Mining	737	66	Certificate 2 years' and Diploma 3 years' course	Rs. 25 per term for all courses except Radio Mechanics and Motion Picture Technique in which it is Rs. 50 per term	Government have sanctioned 64 backward community scholarships, 16 merit scholarships, 10 special scholarships for the Printing section and 8 depressed community scholarships, all these Rs. 10 each p. m. 3 Military Scholarships. of Rs. 8 p.m. (each) and 5 Military freeships. A number of special scholarships are awarded by District Boards and Municipal Councils to students coming from the respective places. Freeships are also granted to deserving students.		A part of the amount realised from the service laboratories is distributed to students engaged on the work.

	16. Printing (Higher) 17. Printing (Lower) 18. Tailoring and Dressmaking 19. Plumbing and Sanitary Fittings 20. Working in leather and manufacture of leather goods 21. Radio Mechanics 22 Automobile Driver Mechanics 23. Electric Wiremen 24. Composing (Printing) 25. Book-binding (Printing) 26. Machine-binding (Printing)		

Certificate course	1 years'		

Besides the above, we have five Agricultural Schools, intended to train skilled workmen for absorption eventually in the Agricultural Department as fieldsmen on regular farms, and the Agricultural Implements Workshop at Hassan. The former train annually 125. The entrance qualification is generally the Middle School Examination. The needs of other departments, such as the Engineering and the Forest Departments, are met by courses organised as post-Secondary courses in the Engineering Schools and Colleges or by the departments themselves as and when required. The number of young men trained in the Engineering Courses is on an average 250 a year. The Forest Department for instance, organises courses for the lower ranks of its officials at suitable intervals.

D. The University Education.

There has been a great deal of expansion both in numbers of students and the departments of teaching at this stage. There are today besides the usual Arts and Science courses—even here the University has long established branches like Psychology and Statistics not always found elsewhere at any rate till recently—a large number of professional colleges and institutes, the Medical College, Agricultural College, Engineering Colleges (in the Government Engineering College there is a special professorship in Chemical Engineering), Textile Institute training up to B.Sc. in Textiles, Law College and Commerce College, besides courses of instruction and study, though of a level below the degree standard in Medicine, Agriculture, Textiles and Prints, Engraving, Printing and Binding. Besides these, there is a post-graduate diploma in Tuberculosis.

While the courses in professional subjects, more especially Agriculture, Commerce, Law and Textiles, are of recent origin, the main colleges in Arts and Science, the Maharaja's College, Mysore, and the Central College, Bangalore, are institutions with a great past and their standing in the academic world has been, speaking generally, high. These colleges constitute even to-day, in spite of the recent rise of many colleges in Mysore, Bangalore and in the outlying districts, the core of the University so far as Arts and Sciences go.

The following details will be of interest in this connection :—

Number of colleges providing Honours and Post-Graduate courses in Arts and Sciences	2
Number of colleges providing Pass courses in Arts and Sciences	8
Number of colleges for women alone	3
Number of colleges providing instruction in Intermediate	18
Number of Professional colleges	5

Number of students in the above colleges during 1947-48 :—

	Men	*Women*	*Total*
(*a*) Arts and Science Colleges ..	7,707	1,118	8,825
(*b*) Professional Colleges :			
Teaching	33	15	48
Engineering	1,046	..	1,046
Medical	173	43	216
Agriculture	81	..	81
	9,040	1,176	10,216

Number of Teachers employed :

	Arts	*Science*
(1) With Doctorate Degree	7	17
(2) With M.A. or M.Sc. Degree (I and II class)	134	108
(3) With Honours Degree (I and II class)	28	48
(4) With M. A., M. Sc., or Honours (III class)	33	36
(5) With Pass Degree in Arts and Science subjects (in subjects other than Asiatic languages)	5	12
(6) With Pass Degree in Asiatic languages	10	..
(7) Other qualifications	10	..
Total ..	227	221

SECTION II.

Secondary Education—Duration and Courses

Such is the general Educational frame-work consisting of the Primary, Middle and High Schools and the Colleges with the District Industrial Schools, the Jayachamarajendra Occupational Institute, Bangalore, the

Chamarajendra Technical Institute, Mysore and a large number of diploma and certificate courses taking pupils at almost any grade of educational programme.

The first point requiring consideration is what should be the duration of each of these stages in general education.

Primary and Middle School Education.—There is no special need to make a marked departure in the present practice. It will be probably prudent not to lengthen the primary education period as this would automatically increase the financial commitments of the State in view of its policy of Compulsory Primary Education.

High School Stage.—This is one of three years and there is probably something to be said for extending this by one year. The advantages are so obviously on the surface that there is no need to detail them: for example, this will be the training ground for the vast mass of the class of persons, known as technicians, constituting the backbone of the country's industrial organisation. But the difficulties are equally clear. The object of the work done at this stage is naturally two-fold: one, to prepare such of the pupils as have an aptitude and have, besides at their disposal, the necessary financial resources, for entering into a University grade of higher education; the second, to prepare for entry into life those who desire for any reason, to enter into life and follow a profession without unduly long further period of training, except what may be required if at all, to give full confidence to the boys and girls in themselves such as may be gained in a purely technical institute or as apprentices or beginners in a works establishment. The first is bound up again with the University work and any lengthening of the high school which is unaccompanied by a shortening in the next stage will result in an undue prolongation of the educational period of the boys and girls of the country. If, therefore, it is possible to evolve a scheme of three years' work for the high schools which may be expected to serve the dual function reasonably well, there will not be sufficient urgency to make any alteration in the period. It may be that in the future with the alround development of the country, the increase in its prosperity and the rise in the standard of living, the increased expectancy of life and the intensification of the educational programme in the lower grades, the State may feel that the Secondary education should be more

extensive and intensive; but the time is not yet; nor is it even in sight.

The University Stage.

The present scheme is broadly speaking the product of forces manipulated at successive periods of reconstruction, to suit the felt needs of the period, avoiding at any stage anything which may lead to a violent rupture while at the same time appreciating fully the newer forces and trends in university education in this country and elsewhere. In such matters, as is but right, tradition and experience count far more than is recognised at first sight. It is no wonder that unlike in the other countries, in India we evolved an F. A. or the present Intermediate, which was from the beginning the true "Entrance" examination to almost all the professional courses, while forming at the same time, a very useful first stage to more advanced or diversified courses of work in Arts and Sciences and other related subjects. Its value from the point of view of the fresh man and the organisation of his work, is marked. The first two years in the University constitute in reality a transitional period from the school to the University, each of which involves large differences in aims, methods of work and treatment of the student. It is such considerations, and not a mere unthinking conservation or blind inertia, that have operated to retain even to-day the present Intermediate in a large number of Universities in India as an integral part of the University organisation, making the degree course one of four years. Indeed the present system is eminently suited to our needs and to the organisation of our schools and does not involve any undue strain on the teaching, financial and organisational resources of the community. In view of these considerations, it does not appear to be either desirable or feasible to shorten the University course. As a corollary therefore the duration of the high school education course will naturally have to remain what it is to-day. Nor need it be feared that such a scheme will prejudice specially our boys and girls in their work either for themselves or in the service of the country.

There is one other question of great import in the organisation of University courses of study that deserves consideration. Should the present Honours courses be retained or should they be abolished? In other words, does the end of the Intermediate stage offer a good starting point for commencing specialisation or is

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it advisable to go on with a further period of a more or less general course and begin specialisation only at the end of it? It is pointed out by those in favour of abolishing Honours courses as Post-Intermediate Courses, that these courses are not available in a number of Indian Universities including Calcutta.

On a patient consideration of all the facts of the case there seems to be everything to be said for the present course. The Intermediate is already the branching off point for almost all the professional courses except where, as in the case of Education, a knowledge of the subjects is essential for the successful prosecution of the profession itself or as in the case of Law, it is expected to offer a good cultural background to the man practising a profession coterminus with life itself. Secondly, by experience it has been found, at any rate in the South Indian Universities that specialisation even in Arts and Science could be commenced earlier than at the end of graduation, and if we have to stem off at any point, the end of the Intermediate is as good a point as any other. Thirdly, the present Honours courses offer a very good opportunity for dealing with the better type of boys as a class by themselves and in a manner which would ensure full play for their individual talents and throw them on their own resources, making them responsible for their individual achievements. Qualitatively, Honours represents a very different kind of work from what is represented by Pass work, involving more individual work guided no doubt by the Professor but less stuffing. Students of this class have nothing to gain by being made to pass through one more stage of what is essentially mass production. Even if they do not become dullened or dispirited, a course like this will certainly prolong the period of education by another year or two which can be ill-afforded by the community or by the young man or woman. Lastly, we have the general experience of these Honours courses in South India extending over four years now and this is wholly in favour of the retention of these courses.

The General Nature of the Curricula of Studies.

The Times Educational Supplement (21-4-1945) has defined the new conception of what has been called "education for life" in the following terms:—

> "The Primary function of the school is clear: it is to provide a progressive series of societies in miniature designed to give

> experience in individual and social living appropriate to the ages, abilities and aptitudes of their members, and so to interpret and lead up to life in great society. No preconceived ideas of what must be taught in school will provide that interpretation, but only analysis of the life of society."

It further defines the present problem in these words:

> "The current educational problem of to-day is to create a modern synthesis, a common core of studies and activities as integrative of culture as it has been for centuries the study of the languages."

With the above definition in general terms no one can quarrel. If we accept them, the objectives of each of these several stages can be considered against the background of reality and a measure of what exactly can be attempted can be taken with some degree of accuracy.

The Primary Stage

The question here is closely connected with the new scheme of basic education which seeks to base education on the successive aspects of craft most nearly allied to Indian life and thus achieve " the literacy of the whole personality." The scheme envisages the idea of a co-operative community, in which the motive of social service will dominate all the activities of children during the plastic years of childhood and youth. Taking for example Weaving, it seeks to use the several stages in the raising of cotton and in the utilisation of it for industrial purposes as the basis for enabling the boy and the girl to learn not merely the three R's in their rudimentary stages but also the more advanced stages of reading and arithmetic as well as sciences and social studies. In a sense it is a protest against the listless type of education that was, and often times is even to-day, being imparted in the several schools, where the teacher himself, sometimes a very ill-equipped person, strives to force down as much information as possible into the heads of his young charges on subjects generally considered to be valuable for the boys later on in life and to be necessary for developing their powers of reasoning and ensuring their mental discipline. In short, it aims at capturing the interest of the boy by centering the process of education in some form of activities; believing that thereby it could ensure the active co-operation of the boy. In such a scheme as important as the purely instructional processes is the equally important object of securing at the same time a living interest for the pupil in a vocational art, say

weaving or carpentry. The idea is that an educational effort however good it may be in itself lacks vitality and motive power when it has no direct easily comprehensible vocational value. These ideas are generally worked out in relation to Agriculture, Weaving, Carpentry, Wood Work or some such craft or art, most important for the life of people, aiming at producing a race of men and women who would be engaged in some form of activity which would result in the production of articles most necessary for the sustenance of man's life, especially in India. Another important but not apparently a main object is to see that, so far as possible, education is self-supporting. The exponents of the scheme are, of course, keenly aware of the "obvious danger that in the working of this scheme the economic aspect may be stressed at the sacrifice of the cultural and educational objectives" and have accordingly sounded a note of warning. This scheme has been accepted by the Governments in the India Union, Central and the rest, as a programme that should be put through in as short a time as possible, limited only by the availability of the required number of teachers trained in this new philosophy.

The dissatisfaction with the present system of primary education is not by any means peculiar to India. Almost every country has expressed itself as being dissatisfied and in each country a new synthesis is being sought to be forged. Thus the report of the Consultative Committee of the Board of Education on Primary Education, England, for example, states distinctly that " Curriculum is to be thought of in terns of experience rather than of knowledge to be gained or facts stored." That the new scheme seeks to incorporate some very notable ideas in education at this stage is quite evident. It should also be recognized that subjects like Agriculture and Home Keeping offer for boys and girls a wide range of work and interests and greater scope for organization of studies and activities on the lines contemplated than probably any two other subjects.

The only point to be considered carefully is whether the scheme is wholly free from all avoidable inherent shortcomings and if it is not, to see that the matter is investigated into fully. It is true that there has been a change in the orignal view that the whole scheme should be centred in one particular craft and that it is now coming to be recognized that it should cover also society and nature.

Again, the sponsors of the scheme seem to be convinced that this cannot be started earlier than at the age of 7. Indeed, a study of the activities programmed will incline one to the same belief. Of course, they are keenly aware of the needs of the child at the earlier stages though they have not given any specific guidance. Lastly, the detailed syllabuses have still to be worked out and details of organisation and administration examined. Nor can the importance of these questions be minimised where it is a question of the whole State switching over from one plan to another as radically different as it can be in aim and method.

One cannot help submitting that such a revolutionary change in the system of national education should have been preceded by a fuller, franker and more forthright discussion than has been the case. That we have many grounds for being dissatisfied with the process of Elementary Education and the product of that Education, is of course true. But it would seem to be equally true that in the field of education especially where the experiment is being carried on in a laboratory with young boys and girls as the materials, we should be particularly on our guard as such experiments might easily constitute a form of vivisection. If anywhere, here is a case for testing each one of our steps and there is no place for prestige and prejudices. It should also be certain that it avoids the evils which education is expected to eradicate, namely, narrowness of aim and interest, inability to appreciate a changing and changeful environment, unawareness of the intricate problems of life not directly connected with one or two crafts. The Primary School will be failing in its duty if it does not provide for the maximum range of intelligence and the widest range of interests or if it does not give opportunities for a rich variety of experiences.

The Middle School Stage.

Before proceeding further with the definition of the objectives of education for successive stages, it should be clearly recognised that, while for purposes of clearness of thought, convenience of organisation and articulation of the school work with the social and vocational goals of the society, we have to divide the entire period of what is called the educational life of a boy into a number of sub-periods or stages, we would be failing conspicuously if we

do not keep in view all along the fact that the whole of such period should be treated essentially as one unit for each individual and that at no stage of education he should feel stranded in a blind alley. The fact is each stage while it is an entity from certain points of view, such as age groups, the individual's entry into life, organisation of work, etc., constitutes but a part of one whole from the point of view of the educational development of the entire boy.

Considered thus, the Middle School stage should have well distinguished aims: (*a*) it should help the pupils to develop such skills as would be necessary for them if they are to take fuller advantage of the opportunities offered by society and develop their moral personalities so as to help them to take their place in life and discharge their duties as citizens and increase their mental efficiency in general; (*b*) it should further strive to integrate labour as a principle in education, so that the boy whatever may be his future would appreciate the dignity and value of labour and be ready to take his share, when need arises, in such activities as the State may impose; (*c*) this latter branch of educational activity should naturally aim at satisfactory cultivation of the hand and eye training to a degree which would help him later in life; and lastly (*d*) the training should be such that, should a boy from any motive or for any reason give up school education at the end of the middle school stage, it would be possible for him to enter into a vocation, although such an entry may be but in the lowest stages of skilled workmanship, with the full confidence that he could do the work set for him, in a factory or in the business of his father, provided it be on the same line as that of his training at school. In any case, even if he has to take up a vocation not related to it, he would have had a technical training which might be expected to help him to a certain extent and would not make him averse to such work.

One experienced lady teacher drew attention to the fact that the practical work in the Middle Schools—girls sections—does not seem to be as effective now owing to the very limited time devoted to it. If this kind of work is to be productive of appreciable progress it is necessary to set apart a substantial amount of time.

The following curriculum of studies and work activities appears to be generally suited for the purposes in view :—

Subjects	*Periods to be assigned in Forms*			
	I	II	III	IV
Indian language (Main)—Samskrit or a mother-tongue	7	4	5	5
Indian language (Subsidiary)—Kannada or Hindi (subject to conditions that everyone shall take Kannada either as a main language or subsidiary language and that no one shall take Kannada both as a main and as a subsidiary language)	3	3	3	3
English	..	3	6	6
Arithmetic	5	4	4	4
Elementary Science, etc. ..	5	4	3	3
Social studies including Moral Instruction and Citizenship	5	5	5	5
Drawing	2	2	2	2
Arts and Crafts	5	10	10	10
Physical Education ..	2	(2)	(2)	(2)
	34	35 (2)	38 (2)	38 (2)

The above allocation is based on the following assumptions :—

(*a*) that the school will work 45 or 40 minutes' periods, that there will be seven such periods on each of the days from Monday to Friday and that on Saturdays Forms III and IV will have forenoon classes. These Saturday classes will not involve any undue strain on boys especially as roughly one-fourth to one-third of the work will be practical in nature ;

(*b*) that Physical Education will be carried on outside class-hours except in the first year and that though only two periods are prescribed it is to be regarded as the minimum and organised sports and games will figure in a boy's or girl's life in as many days of the week as possible, and

(*c*) that music will be provided out of school hours for such girls as do not take music under "Arts and Crafts".

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The following were the considerations which weighed in making provision for languages on the above lines:

The problem here is the reconciliation of the conflicting and competing interests of the mother-tongue (Kannada, Telugu, Tamil, Urdu and any other language whose recognition as a mother-tongue in Mysore State may be justified by the number of people speaking it as mother-tongue), the regional language (Kannada), the federal language (Hindi), and the cultural heritage language (Sanskrit). In considering this question priority should be given to the following ideas:—

(i) That the universal medium of instruction in the middle school should naturally be the regional language, namely Kannada. This will not be difficult of adoption since most, if not all, of the boys and girls whose mother-tongue is not Kannada are acquainted with this language as the medium of communication in the village or town and in the bazaar. Further, there is to be provision for instruction in Kannada in all primary sections where the medium of instruction is a mother-tongue other than Kannada, such as Urdu, Telugu or Tamil. In these circumstances students coming up to Middle Schools far from being strangers to Kannada may be expected to have a good working knowledge of it as the mechanism of communication.

(ii) That provision should be made for every student, be Kannada his mother-tongue or not, to study the regional language, in the absence of which the interests of the State will suffer and the boy will be very ill-equipped to follow instruction in that language.

The day is not probably not far off when the regional language may become the official language of the region and at that time, whatever may be one's likes and dislikes, he should not be handicapped for want of an adequate knowledge of the regional language.

(iii) That provision should be made and in practice it should be made freely available for a boy to learn his mother-tongue to the same extent to which a boy whose mother-tongue is also the regional language can. This is especially necessary if the State is not going to place itself in a position where the minorities can justly point to real grievances. Democracies flourish from a conviction of truths and not on convictions in courts. Furthermore the languages, besides Kannada, that are likely to figure under this head as the mother-tongue, are all

of them such as hold a very high rank in the national and cultural life of the country, each with a literature of undoubted value and vitality and of great antiquity: so much so there is need to apprehend that the State will be bolstering up languages, unworthy of patronage.

(iv) That due provision should be made for Sanskrit, the language in which all our culture and spiritual heritage and such other heritage as we can lay claim to, is embodied. It is also the one language that has treasures as great and as varied as the Westerner can show in the languages of his heritage, Greek or Latin. It is wrong to view it as a dead language with no vitality in it or the language of a class of religious exploiters the interests of which should be annihilated as those of the exploiters themselves. Unless we are going to cut ourselves off from all our past and from the greatest men whom our country has given birth to from the earliest dawn of Indian consciousness, we should be prepared to make a liberal provision for a study of Samskrit by our boys and equally with them by our girls. Otherwise, they shall fare as the trees uprooted by the strong winds of the present, unable to find a foothold elsewhere. It is true that it cannot become at the present time a language of universal study in India but its study should continue to be one of our major pre-occupations in days to come.

(v) That since Hindi has become the federal language, political, economic and social exigencies require that its study should be popularised as much as possible so that the interests, individual as well as general, of the people of the State do not suffer.

(vi) That it should be possible for every Indian boy to have a good working knowledge of that highly dynamic language—English. The study of English from any aspect by the Indian boys may or may not add to its importance as a world language of thought, expression and communication in every sphere of life; but that an effective study of English by each Indian at least as a language of mechanism will greatly add to his potentialities and to his stature and will mean probably all the differences between India growing up in all its virility in its new-found freedom and India sinking into a conglomeration of essentially obscurantist peoples, there need be no room for doubt. In the past, in the hey-day of her cultural greatness and national freedom, India was not afraid of borrowing from and giving freely to any of her

contemporaries and there is nothing in history to show that she suffered in consequence either in her dignity, vitality or vision. It is only dead things that cannot absorb new ideas and new things. Indeed it is the essence of Life to receive, to assimilate, and to give as freely as it takes. It is essential therefore, if our young boys and girls are going to have their share of the world's riches, that they should have access to a language that would serve as the key to this treasure-house. Whatever might be said of the place of English in Indian thought and life under the British Government—it is difficult to conceive how in the past in the then circumstances it could have been any different from what it was—now, when it is a matter of free choice for us to retain or give it up, there is no room for any hesitation or mental reservation. One seemingly reasonable objection may be raised at this stage. The need for the study of English by those going in for higher studies may be conceded. Why make all those who are in the middle school even, study this ? The considerations are simply these: We should freely recognise that our languages for valid causes no doubt ceased to grow except mainly as literary languages with special leanings to religion and morality. That part of man's present day environment which goes under the generic name of Science (Physical, Biological and Social) is more or less foreign to it. We have begun in many cases to develop this side also but it will certainly take time before our indigenous Literatures come up to anything like the standards reached by English, French or German. It will be a folly not to throw open the gates of one such language at least to all those who would form the backbone of our industrial and agricultural thought and organisation, namely, the artisan class. There are some who in the name of patriotism would restrict English to the narrowest limits, but it cannot be patriotism which counsels national stultification.

One might reasonably ask how a boy in whose education a just synthesis of these competing interests is to be worked out will find it possible to do justice to these and whether after all we shall not be spending a disproportionately long time in trying to master what are really mechanisms of thought to the disadvantage of that thought and action. There again it should be borne in mind that a child is being required to learn only three languages, one of which at least is not a mere instrument but something vital to its very life springs, and that in

any case whatever may be the language a child may be learning for the time being, it is also at the same time finding its entrance into the cherished cultures it enshrines. The child is as a matter of fact in most cases assimilating vital things all the time it is learning the use of the mechanism. In any case, our conditions are such that we cannot escape a study of these. We might also remind ourselves that other countries placed in a position not very unlike ours have been learning as many as four languages: for example in Norway, children learn in their middle school stage, besides their mother-tongue, the following:—

English, French and German.

When they pass on to High Schools children taking the classical line study Latin and sometimes Greek also.

It will be seen that the following combinations of languages are the possible ones:—

(i) Kannada; Hindi; and English

(ii) Samskrit; Kannada; and English

(iii) A mother-tongue (other than Kannada); Kannada; and English.

Under the above combinations no one can omit Kannada; every-one will study English; while some will study Kannada as their mother-tongue, the rest will not be prevented from studying their respective mother-tongues; a large number will find opportunities for the study of Hindi, while a limited number at least could, as at present, start on Samskrit.

The following observations may be of some value for the board or boards drawing up the actual curricula of studies:—

(*a*) *Indian language (major); Samskrit; or a mother-tongue.*—Mother-tongue should be taught as a language of culture of the Community; besides securing due proficiency to read and write well. the "reading skill" should be carefully cultivated as this will set the limits in a large measure to the boys general progress. The teachers should have a good grounding in phonetics and mis-pronunciation of every kind checked. With every broadening of the basis of education this danger will steadily increase. Grammar should be taught more in its application and less as a formal subject. The

teacher of Kannada will of course have to remember that it should be a medium of expression not merely for liberal arts but for sciences and professions as well. The habit of reading extensively should be sedulously cultivated from the outset. The children should be encouraged to use dictionaries and to be exact in their expressions and all loose forms of expression should be discouraged. This should be done as much as in the case of arts or humanistic subjects as social studies as in the case of science subjects. It is the habits formed at this stage that would persist in later life and the teacher should, therefore, be very careful in all these matters. It will probably be found that the teacher himself requires to be carefully trained in these matters and that a careful and sympathetic watch should be maintained over him later.

The study of Samskrit and its utility will depend a great deal upon the mental equipment of the teacher and his attitude to life. The idea in studying Samskrit is not to get merely a knowledge of the language. It is sacred not only because it contains the texts of some of the religious ideals of the Hindus but because it is inextricably bound with the being, thoughts and aspirations of the common ancestors of all the Indians to-day. These thoughts, aspirations and actions might be clouded over and in some cases might have ceased to have any meaning, but in the main they find an echo deep down in the hearts of the Indian as they are the matrix in which he has been cast. The study of Samskrit should, therefore, be organised so as to enable the student ultimately, if time and resources permit, to understand his cultural heritage. It is sheer impossibility to do much directly in this respect in the Secondary stage or even in the Intermediate classes of the University but a great deal can be done by the way in which it is handled and by the enthusiasm of the teacher, to quicken the interest of the student and to create in him a longing to study this subject later in life, instead of stifling what interest he may have at first, by teaching it essentially as a piece of applied grammar or as a field rich in opportunities for cramming. The teacher should be a man of unmistakable culture with a living contact with modern languages. It is a matter for deep and careful thinking that in spite of the fact that Samskrit ceased long ago to be of any importance politically, and that it has been for a century and more barely tolerated and often looked upon as one of very doubtful value, the study of Samskrit is still a vital part of

the cultural life of to-day, restricted though it might be in its appeal to sections of the community. It should be the aim of the State to impart to the study of Samskrit the new vitality that is its due in a free India, and to see that it becomes the living heritage of the common man.

(*b*) *Indian Languages* (*subsidiary*) : *Hindi or Kannada.*—Hindi should be treated as a federal language important primarily as a mode of communication. At least in the Secondary stage it should not be approached from the point of view of literature. Kannada here is important primarily as a medium which the student should use in his class. The object is business-like in both cases and the method of approach and the nature of the lessons undertaken should have this strictly in view. In fact one would suggest that the curricula should be drawn up by men interested not so much in the language as literature as by men in the other subjects handled in the class.

(*c*) *English.*—The object of studying English differs radically from what it was in the past and the time allotted is relatively shorter. So, unless the curriculam is clear and the teacher is very well fitted for this very important but successfully neglectable work, it will be found in a short time that the time has been badly wasted and the interests of the children and of the country criminally jeopardised. It is, therefore, necessary that the Department should bestow careful attention to the progress in this subject. It may appear to a superficial observer that relatively to Kannada too much time is being recommended for English. It will, however, be seen to be not the case when it is remembered that Kannada will have had in the primary stage a good deal of time devoted to it and will be having at the present stage an average of 5·5 periods a week while English with nothing at all in the primary stage will be given only an average of 3·5 periods a week at this stage. The object of assigning three periods for English in form II is not so much to start its study as a written language but to make a beginning as a spoken language. Considered from this point of view the time spent will be a very pleasant time for the children. At the same time the work in form III will be easier.

It might be urged that a child doing only this much of this work in the middle school stage would easily lapse so far as this language is concerned into 'illiteracy' at the end of the period. There is some truth in this

statement but it should be remembered in the first place that the students who out of those that were in the primary schools reach the middle schools are probably the more eager ones; secondly, that fully 25 to 35 per cent of these again will expect to go on to the high school and from there either join a profession or business at a level which would require fairly well-developed skills and an equipment capable of being constantly refreshed and renewed at fountains provided not only by the national languages but also by an international language like English, or go further upwards to the University where English will be of inestimable value and where, in the present circumstances, no Indian boy can do without it and that both these sets of students will be severely handicapped in their progress if they did not start on English in the middle school stage itself; and lastly, that even for the remaining 65 per cent of the students who give up education at the middle school stage, it will be as stated already of some real help, provided they are eager and hard working and ambitious, since the progress attained here may give them some foothold to advance further.

(*d*) *Arithmetic.*—It should be one of the main functions of the teacher to ensure that speed is secured. Given unlimited time any, except the irredeemably backward boys, may be expected to do the work assigned to them. It should be the duty of the teacher to see that the boys are encouraged to do their assignments within the time set, avoiding all slovenliness. It is also a point for the consideration of the teaching faculty of the University how far the traditional forms of work in simple and sometimes in complicated processes of arithmetical calculations, could be adopted without any sacrifice in real educational values. The dependence of boys and girls on paper, pencil and rubber for even relatively simple calculations is almost pathetic.

Equally necessary is the formulation of exercises and questions which have a bearing on the day-to-day experiences of the boy. It is not meant of course that there should not be any problems where imagination would play a marked part but all that is here suggested is that by drawing up exercises with a bearing on the experiences of the boy, the teacher will be able to secure from the first the interest of the boy and when his work has been crowned with success he could proceed to more difficult types involving the play of imagination and more

abstract ideas. In fact the latter type will gradually increase as the higher stages are reached.

(*e*) *Elementary Science.*—Whatever may be done here should be accompanied by practical work or demonstrations. Special attention should be devoted to develop the powers of observation and of recording the facts and processes observed; to avoid all tendency to quibble with truth and to be precise in recording the observations; to analyse the facts observed and postulate the tendencies or results. It will be naturally almost impossible for the students to do practical work except in gardening and nature study but demonstrations should be given by the teachers in other cases. The place of data in such work and the duty of assessing the value of these freed from all prejudices should be brought home to them. The teacher should draw illustrative pictures on the black board and help the boys to draw for themselves. The drawing master's work should be correlated to this work where possible or desirable.

(*f*) *Social Studies, etc.*—When it is borne in mind that fully three-fourths of the number that reach the middle stage, would be dropping off, mostly for economic reasons, at the end of that stage and that in any free country such people would partake of the duties of citizenship on a footing of equality with the better educated persons, the significance of the social studies in their bearing on the evolution of the citizen can scarcely be exaggerated. It is easy to mechanise these studies and rob them of their value. Indeed the temptation is great and our failure in the past is unmistakable. It is only an alert and enthusiastic teacher with some degree of sympathy for the larger interests of the community and the nation that can make a successful social studies teacher. Unfortunately for reasons that need not be gone into here these studies have been receiving an increasingly dwindling amount of intelligent direction and the cumulative result has been that the teachers themselves are coming to be relatively more ill-equipped for this work than the teachers of what some are inclined to consider as more serious subjects, namely, Sciences. Here as in the study of Arithmetic and Science, the tendency to verbosity and pompous meaningless phraseology should be discouraged and wherever possible the casual connection between events demonstrated in a lively and skilful manner. Work like this can be done by masters only if they are in continuous touch with the

relatively more advanced stages of work and they will also require constant intelligent advice and direction. The libraries should be adequate and the Inspectorate capable and sympathetic. The comparative want of interest in these subjects is probably traceable as much to this lack of competence on the part of the teacher as to the larger monetary dividends obtained now from a pursuit of science studies.

(*g*) *Arts and Crafts.*—This class of subjects is vital to Middle School education and on its working will depend the success or otherwise of the State in reaching the objectives defined. The object of the courses in these subjects is that it should serve for every one as an introduction to a useful art or craft with a definite livelihood interest. Secondly, for those whose intention is to go on with their education, the training will inculcate in them a respect for manual labour and enable them to appreciate the dignity of labour. Thirdly, for those desirous of stopping at the end of this stage and going into a profession as an artisan, the course will serve as a very fitting prelude and will gain for the boy from the start in the new environment respect and regard from his fellow workmen, without exposing him to their silent contempt as one who has gone through a mere schooling which at the testing time has been found wanting. If the boy is going ultimately to be absorbed in society as a working member, and if he is to be successful in life from the first, a great deal will depend on the attitude he adopts towards his job and the middle school will have its work cut out in seeing that the boy will be attuned to his surroundings and will take a sound attitude towards his profession. Lastly, the course in the craft together with the academic courses undergone by the student will give the boy an ability to make progress not merely as a skilled workman but as a skilled workman who has at his service a trained intelligence always ready to seize new opportunities and press them into his service.

In the first year the course will be of a general nature common to all but from the next year the courses will be diversified. It is suggested that the courses should be varied and should be either of wide practice or of definite local importance. It is very desirable that schools should provide courses in as many subjects as possible. It is this absence of variety that ultimately makes the whole thing as insipid monotony and reduces the scheme to a

failure. We must recognise that the interests of families and children are varied and while it is true that no State can provide for all the different demands, any attempt to force things into a uniform pattern will not be ultimately successful. The following list is a purely tentative one and local knowledge should easily add a few more as fit subjects.—

(i) Agriculture
(ii) Book-Binding
(iii) Bricks, Tiles and Pottery
(iv) Carpentry
(v) Commercial Correspondence *
(vi) Domestic Economy or House keeping *
(vii) Drawing and Painting *
(viii) Knitting and Embroidery *
(ix) Laundry *
(x) Leather Work
(xi) Music *
(xii) Poultry-keeping
(xiii) Salesmanship *
(xiv) Sericulture
(xv) Smithy
(xvi) Tailoring for boys and for girls *
(xvii) Telegraphy *
(xviii) Weaving.

Naturally in a country like ours Agriculture and Domestic Economy or House-keeping should find a place in as large a number of schools as possible. These subjects are, it is needless to point out, intimately associated with our own economy. Furthermore, in a large measure than any other subjects included in the list, they provide an application for many of the sciences and will awaken an interest for these in the minds of young boys and girls. It is of course essential that practical work should form an integral part of the school work and the schools offering Agriculture, for example, should have good sized farms consisting of wet and dry lands. These should be secured from the first for the use of the schools. In my recent tour in the State I found a great deal of genuine enthusiasm from the people especially for agricultural education and I expect that the villagers may come forward to make these lands available at a reasonable cost, if not

* Of the above those marked with an asterisk will be quite useful for girls.

as a free gift. I would also suggest that the Department might where possible try to obtain temple lands for this purpose. Central farms catering to the needs of more than one school near enough to one another may be established so that pupils from these schools might go to the central farm for instruction in Agriculture. This will make it possible for schools to have the benefit of large sized farms suitable for efficient practical work.

It is desirable that the curriculum is drawn up not so much with a view to making organisation and conduct of public examinations easy but with a little freedom so that; in a sense, subjects like Arithmetic, Science, Drawing and Arts and Crafts will be treated where possible as one unit. While the object should be that the basic subjects come up more or less to an almost equal standard in all, the manner and the sequence of handling the several parts thereof should, where necessary, be determined by the needs of the practical subjects. Such an arrangement will avoid unnecessary and irritating repetition and incoherence; while at the same time the general standard necessary to be reached before the course is over will not be left unattained. Regimentation in syllabus is about as bad as regimentation in thought. It is not meant that all considerations of organisation and common interests of the school should be ignored. All that is meant here is that these should not be the determining factors. The whole of the middle school course in these subjects should be conceived of as one unit and the scheme of work evolved accordingly. Compromises will be necessary here as elsewhere but so long as they do not affect vitally, the development of teaching such compromises as facilitate organisation can and should be made. Nor should we fail to recognise that in actual practice a large number of schools have very heavy enrolments so that for all practical purposes individual sections may contain perhaps boys and girls taking up one art or craft. It is only in smaller one-section schools that difficulties will arise and here the department will not have much choice. It is necessary here as well as at the high school stage that from the first, where possible, the school should be linked with the home and the community. How it should be worked out will depend on the local conditions and social environment and the teachers will have to use their judgment with care and reserve. But one or two methods have been tried elsewhere and in Mysore State also and these at least may be considered

here. For example, students taking agriculture may take up a project in their home farm and work it out, making purchases, doing the work where possible themselves or with hired labour, keeping accounts. Another method is rearing cattle or sheep or poulty. The important thing is to awaken interest and enthusiasm *and* to keep it under control. Going too far will spell disaster and failure. The object is to train students in systematic methods and make them appreciate the value of such methods and not to produce a glamour by the scale of work. Such work is being carried out quite successfully with the full co-operation of parents elsewhere. Here also in Mysore similar work is being done at Srinivaspuram. Another suggestion is that at the yearly gatherings, small school exhibitions may be organised and boys given permission to take home one or two things they made or helped to produce. Naturally these will be given gratis. The cost to Government will be practically nothing and the general interest aroused and sustained will be an asset.

Before passing on to the other stages of education the question of organising a system of highly diversified middle schools as opposed to a system of orthodox academic middle schools plus independent industrial or poly-technic schools should be considered. In a large number of countries there is an attempt to retain the academic or grammar secondary schools and to have besides an allied system of so-called Technical high schools in which technical education is imparted in close contact with academic education and of poly-technic schools where the main object is to impart technical education in as many branches of industrial activity as possible, each course being either an entity by itself covering the full day or a part-time " continuation " course taken during the day or in the evening. The question is often asked why should not we also have a similar system of network of schools. Indeed to an Indian visiting England or America and to an Englishman or American visiting India for the first time the contrast in organisation is so plain that the remedy seems equally unmistakably on the surface. But at this stage it is necessary to consider *our* economic organisation, *our* experiences, and the trends of thought and aspiration of *our* people and see whether a solution on the above lines is likely to lead to anything like the same results. The first point that should strike even the most superficial

observer is that our country is a predominantly agricultural country and that, in spite of the movement of the population from the villages to towns, the vast bulk of the population is still away from towns. Indeed one of the manifest aims of the State is to strengthen by all means the rural population. Secondly, our industries are not anything so diversified or highly developed as in the West. Thirdly, even in the countries in the West, the present poly-technic schools did not so much precede the industrial development as that they either developed with it or came after in answer to a felt demand almost as a culmination of the movement. It is a vexed question which of these two should come first and which second and no attempt to answer it categorically is likely to be satisfactory. But, broadly speaking, neither should come too far ahead of the other or lag too far behind the other. Again the very fact that roughly 22 per cent of the population of the U.S.A. were in receipt of primary education or secondary education or something equivalent to these even as early as 1935-36 as against 8·9 per cent of the population of Mysore in a similar position *to-day,* should make one pause and consider if a system fit for such a markedly advanced country can be equally fit for a less advanced country like Mysore. The experience of the Mysore State is of particular value in this matter. It is seen that while Sri Chamarajendra Technical Institute in Mysore and the Sri Jayachamarajendra Occupational Institute in Bangalore are thriving, the district industrial schools in the several district headquarters, except those at Chennapatna, in spite of the fact that they are over a quarter of a century old and are very well equipped, and well diversified and that a benevolent State is prepared to attract boys by giving scholarships and part-wages, are languishing. The number of boys trained in a craft in each batch in any one year is few and the general complaint is that a good number of even these give up the course in the middle. There is one other factor the importance of which is one that determines the limit of success of an educational experiment in any society and in particular in our society should not be forgotten and that is that the average parent however limited his means would like his child to be given opportunities with rich potentialities and not to be left in a *cul de sac.* This last motive will be of increasing strength especially in the earlier stages of our present development, though it will never cease to be a factor of

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great importance. Nor are we alone in this attitude. In other countries too complaints are made that, for example, if a higher course does not lead to a University course or at least University recognition, to that extent it suffers in its powers of appeal to the public.

Lastly, we should remember that there is an ingrained habit of looking upon industrial schools especially those training for the lower or the artisan stage as something inferior to middle schools and this habit of thought has not become obsolete and there does not appear to be a chance of its becoming so. Unless we give training in arts and crafts as an integral part of a system of education that has a wide appeal to the people, it is perhaps not likely this would make adequate headway, at least in the present circumstances. Again as stressed upon earlier, boys and girls who are quite intelligent may have to give up education at the end of the middle school course and these should not be made to feel that they have to go at the end of the primary stage to an 'inferior' school simply because they are poorer. This will leave behind in them a bitter taste. Such a division so early in life as at the end of the primary stage also would not appear to be consistent with the attendant ideas of a democracy.

Speaking of the needs of education that would serve the ends of a democracy it is interesting to recall how "the pioneers in America" understood that "a common education is one of the first requirements of neighbourliness, that it tends to loosen the bonds of selfishness, and makes it easier for men to live together, to work and to play together." In evolving an educational organisation this aspect of education should be constantly kept in view.

As pointed out already it is very necessary that a boy undertaking middle school education should have a training in some art appropriate to his surroundings so that if he has to leave schooling at the end of the course he could find employment in or near the locality. At the same time such training will give a boy who goes in for higher stages of education a good hand and eye training, a sense of the value of manual labour and an introduction to an art which may turn out in the fullness of time into a hobby. The value of hobbies in the life of future citizens who would be living in days when man will demand and probably get more leisure than now, cannot be exaggerated. It will give him a balance and a poise and will engender in him a sense of humour. At

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the very worst it will endow him with a subsidiary occupation for his leisure hours which will be of great importance to his family economy. In view of all these considerations and experiences it seems to be better for the present not so much to multiply the systems of schools as bring into existence a unified scheme which will have sufficient potentialities in itself to serve the present needs of the society. Probably it may be worthwhile reminding ourselves that at this stage we are providing in a sense not specialities as such but diversified courses to meet the needs of the children drawn from widely differing strata of the society. It may be necessary at the end of another ten or fifteen years to develop extensively more specialized schools and if and when the time comes such schools may be developed in the regions where the need is clear. In fact it is most important that our system of education should be, if it is to capture the imagination of the people, of immediate value, while at the same time it should have seeds in it which would lead it in time to serve a more highly developed society. A highly developed scheme with no such appeal or utility will be sterile or at best not as productive as it is expected to be. Education is the product of the environment but being essentially dynamic, it is as much the producer of its environment.

The High School Stage.

The courses hitherto have been, in practice though not in theory, almost wholly academic. It is true that the S.S.L.C. provides for optional studies in what is called the practical Arts group in a very wide variety of subjects, about twenty subjects in all such as Agriculture, Domestic Arts, Mechanical Shop and Fitters' Work, Wood Work, Blacksmithy, and Weaving. But in actual practice, less than 15% of high schools in the State have attempted to provide one or the other of these subjects. Out of 22,000 high school students only about 450 took the courses in 1948-49. The reasons for this apparent hesitancy on the part of the managements including Government in not coming forward to make a more general provision for these subjects and on the part of the students to take advantage of the provisions so far made seem to be :

(i) the general desire on the part of the parents and students for a course which would lead to something higher, more especially by way of University education ;

(ii) the general tendency of parents and children whose families have hitherto followed one of the so-called learned professions to adopt one or the other of these so long as they did not cease to be attractive;

(iii) the eagerness especially among families hitherto connected only with manual labour or even semi-skilled labour, for their children to be put on a highway which would lead them away from these and into something not hitherto open to them and so superior, like the black-coated professions for which a University course is almost a *sine qua non;*

(iv) the deep and abiding impression in the minds of most that the so-called practical Arts group subjects are intended primarily to separate the sheep from the goat and that they on their part should not by any unfortunate choice place themselves in a position where they would be branded as mentally inferior;

(v) the absence in the Intermediate stage of a programme of courses which would enable students who choose one of these subjects in the high schools to take in the University a course same as or at least near allied to the subject chosen in the high school;

(vi) the apprehension that these subjects being allegedly in the nature of specialities, would in practice narrow down the range of choice at the higher level;

(vii) the general lethargy and perhaps short-sightedness of the managements in refusing to look ahead or to spend a little more than they would otherwise have to, if they organised these departments;

(viii) the general tendency on the part of any management to organise courses relatively easier to be dealt with;

(ix) the absence of competent teachers to handle these classes coupled with the failure of the State to take necessary steps to make available such teachers;

(x) the comparative absence of outlets till about a few years ago for the absorption of boys taking these courses in professions; and

(xi) the fact that the students who did finally take up these courses, could not, owing to the very slender nature of the course, really claim anything like a working knowledge of the subject or at least claim to have reached a stage which would hold out a promise for the future.

The questions naturally arise: What is the justification or the need for such courses now; are the conditions now more propitious for the instruction in such courses, and, if so, what should be the objectives of such courses and the nature of their pattern?

The present S.S.L.C. scheme was formulated in 1932 and it is interesting to study the nature and extent of the expansion of secondary education between then and now and also to consider the likely nature of the composition of the students in the near future for which the State could plan with any degree of certainty.

	Number of High Schools for		Number of Boys	Number of students. Girls	
	Boys	Girls		in boys' schools	in girls' schools
1932-33	30	6	6,796	23	444
1941-42	37	12	11,560	472	1,247
1947-48	92	20	27,293	1,221	3,592

Distribution of students according to communities.

Year	Brahmins		Vokkaligas		Lingayats		Depressed class		The rest	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1932-33	3,753	236	443	10	603	15	260	3	1,737	203
1941-42	5,331	993	912	40	1,233	60	569	35	3,515	472
1947-48	9,947	3,013	3,379	134	4,318	276	1,210	96	8,469	1,294

The above figures are of great import. From about the time when the present S.S.L.C. scheme was introduced, the whole composition of the student community has undergone a spectacular change. Apart from the fact that we have to-day nearly three times as many high schools as there were just 16 years ago, the numbers of children drawn from communities which were ordinarily following professions other than those nominally included in the term learned professions has registered a phenomenal increase both relatively and absolutely. The increase of pupils drawn from the rural surroundings is equally arresting; lastly, the increase in the number of girls, though still nowhere what it should be, is definite and unmistakable. If with the above data we place other and equally pregnant data, such as

(i) that with the enforcement of the State policy of compulsion, practically all the children from all communities will have been netted into the earliest stage of education;

(ii) that the momentum thus given will not spend itself out either at that stage or even in the middle school stage but will make itself felt with increasing pressure at the high school and higher levels;

(iii) that such an urge will derive increasing strength from the adoption of higher standards of living, and larger ambitions which are bound to follow in the wake of the world and national movements almost of a revolutionary character that are already becoming more and more insistent; and

(iv) that in the immediate future especially the expansion in number especially of girls will be even more than in the case of boys,

it will be plain that the character of education imparted at this stage should be markedly different from what it has actually been the case so far if education is to suit the need of the new student community and not to take up the position of "take it or leave it," an attitude which does not pay even in ordinary day-to-day life and which is almost a cruelty in the case of children's education.

This is not the place for entering into a discussion of any of the theoretical aspects of education but there is a general agreement on the principle that education must fit into the scheme of the society itself and serve its needs in as complete a measure as circumstances will permit. It is necessary therefore when considering the provision of appropriate education for these new groups of young people, that we should clearly bear in mind the differing "patterns of abilities, interests and long range goals not previously served" by our schools and evolve appropriate programmes of study and work for the several groups of pupils who will form in time the very bulwark of Indian Democracy. It seems therefore necessary that the education should have almost an universality of appeal and satisfaction suited to the enlargement of the sphere at this stage. It might be objected that secondary education has a specific characteristic of its own, that it should be academic and it should train for the University grade of work and it is improper to mix up several objects and evolve an educational chow-chow. This is untenable. There is nothing inherently wrong in the

suggestion either in theory or in practice; on the other hand, it is the very essence of education to grow and adopt itself to the changing needs of times. It has been called into existence to serve man and it has no existence or meaning apart from him; nor has the University been changeless in form and substance. Indeed the change has been most marked here. It is no wonder therefore that it is being increasingly realised in every country that changes on the lines contemplated here are justified and should be adopted. For example, multi-lateral school that is being evolved in England is really a multi-purposes school bearing a striking resemblance to the society it is called upon to serve. As one writer states: "A 'multilateral' school" is "one which seeks to provide for the diverse aims, interests and abilities of all or most of the children in a typical community without any reference to such social, economic, intellectual or religious differences as may hitherto have governed the organisation of existing selective schools. Its immediate aim will be to launch, for each individual child, the frail 'argosy' which carries his 'capital' for investment namely, his natural endowment and his acquired skills, upon one of many streams of endeavour which converge, diverge or flow parallel to each other within the broad boundaries of the school's activities. Its ultimate aim is the highest possible 'wealth' of each one expressed in the happiness and contentment that springs from doing worthwhile things in a satisfying way."

"The main advantages claimed for this kind of multilateral school are:

(1) "That it removes all the complications of status and makes it possible to plan an educational system on a truly democratic basis.

(2) "That it makes possible a greater variety of educational media and so enables the educational guidance of the child to be more effectively carried out.

(3) "That it overcomes the problem of the wrongly classified pupil, because transfer within the school is easier to arrange than transfer from one school to another."

At a later stage the same writer explains the first point in these terms:

"But perhaps the most important aspect in which the multilateral school can make a positive contribution to the education of tomorrow is that, in it, children meet on common ground. They need not necessarily work

together—indeed, in a large organisation, they cannot; but they can, and should, associate in games, physical exercises and in all forms of social and recreational activity. Each child is undoubtedly helped by it to adjust more effectively his personal attitudes to, and relations with, other people, and to avoid forming false ideas about his neighbours. This is not a 'one way' influence, for every individual benefits, and the prejudices which flourish wherever there is ignorance, disappear with fuller knowledge. No doubt, even in a multilateral school, owing to the immaturity and lack of experience of its members, mistaken ideas will arise, but in different ways and in connection with different aspects of the social order. Longer association together in school of all types of pupils is, however, the best corrective."

It appears on a dispassionate consideration of all facts that such a school will meet the needs of a growing State like Mysore more effectively and at least as cheaply as a more diversified system of educational organisation with different classes of schools dealing with different types of education. It is not meant of course that special schools should not be founded as and when necessary for giving intensive course of training in any subject but that will depend on the industrial needs of the society in each locality.

At this stage, therefore, we would be justified in offering sufficient alternatives so that boys and girls may take courses which are distinctly academic in character or courses which while they do not constitute merely craft education are still sufficiently distinct in being vocational in character so as to enable the boy to enter life, if need be with some supplementary training, as an apprentice on the level of a technician. At the same time the latter courses would not disable boys from taking a University course leading to an arts and science degree or an appropriate professional degree. The important points to be kept in view are :

(i) That the boys should have at this stage an all-round general education which would enable them to fit themselves to reasonably differing conditions.

(ii) That they will be able to enter at least one profession or line of development with full confidence that they have everything in favour of their being a success.

(iii) That while some are being trained in purely academic subjects, the rest also get a definite sizable

amount of training in practical arts subjects as well as in arts and science subjects, the sum total of which would help them if they so desire to join a University, more especially—but not exclusively—on the professional side. It is generally forgotten that this potentiality is a very great factor in determining the success of a scheme like this. While it is true that boys who have taken a middle school course like the one outlined above will be in a far better position than similar boys of to-day in deciding whether they are more fitted for academic or non-academic courses, it is also likely that there will be still a number of boys who would be either not ready to make a life choice or would like to postpone the date of choice to a later date. Nor should we forget that potentialities of children one way or another might be more markedly developed at a later date.

(iv) Lastly, that even those who are taking the academic courses would be enabled to keep up their acquaintance with the craft which they cultivated in the middle school stage.

The following rough skeleton of work is suggested :—

Subject	*I year*		*II year*		*III year*	
	Course A	*Course* T	*Course* A	*Course* T	*Course* A	*Course* T
A. Compulsories :						
1. Sanskrit, Kannada or any mother tongue.	4	..	4	..	4	..
2. Hindi or Kannada * ..	2	2	2	2	2	2
3. English	5	5	5	5	7	5 or 7
4. Elementary Mathematics	4	3	..	3	..	3
5. Higher Mathematics (Introductory course).	2	..	..	..	..	..
6. Elementary Science ..	6	4	6	4	6	4
7. Social Studies	6	6	6	6	6	6
8. Drawing	1	..	..	..	..	..
9. Arts and Crafts ..	4	..	3	..	..	..
B. Optionals :						
10. Optionals for Course A in II and III years :						
(*a*) Mathematics ..	..	..	9	..	9	..
or						
(*b*) History and ..	..	..	5	..	5	..
Elementary Mathematics ..	..	..	4	..	5	..
11. One vocational course for those taking course T.	..	15	..	18	..	18
Total ..	34	35	35 or 34	38	34 or 33	38 or 40

* Kannada should be taken under (1) *or* (2) but should not be taken under both.

Physical Education will be done out of school hours.

It should be noted

(i) that two sets of courses are provided

(a) one academic in character; and

(b) one vocational in character;

(ii) that while the academic course provides opportunities for the boys to continue to do the Arts and Crafts already started on in the middle school stage, the technical course provides common courses in Hindi, English and Social Studies and Kannada and also courses in Elementary Mathematics and Sciences;

(iii) that wherever desirable and as far as possible in the Technical courses, Elementary Mathematics and Science will be taught as part of the vocational course though the compulsory standard to be reached will be very much the same as in academic courses; and

(iv) that, if necessary, a boy should be enabled at the end of the first year's work to change his course.

The following notes indicate briefly the scope of the subjects included above:—

Course A (Academical):—(1) Provision has been made at the middle school stage for the study of Samskrit, Mother-tongue (including Kannada), Kannada as a regional language, Hindi and English; and their relative position in the high school stage will be more or less unaltered, giving wide choice for students to take such languages as they feel would help them in later life. It should, however, be possible for a student to take under (1) and (2) languages different from what he took in the middle school. If he feels he could take a different combination, the head master should permit such choice being made unless he thinks that it will not be possible in the special circumstances of the individual student for him to make satisfactory progress. It is with this object Kannada has been introduced under (1) so that a boy whose mother-tongue is not Kannada might not be at a disadvantage. Naturally it is only the more intelligent students that will avail themselves of this opportunity—exactly the category whose case so often goes by default.

It will be noticed that more periods are being assigned to English in III year. The general object of most of the students taking Course A will be to take some academic course in the Intermediate. A good grasp in English will be very useful for them. It is suggested

that a part of the time should be allotted to written work in English.

(2) The scheme in respect of the other subjects is based on the following ideas :—

(*a*) The boy who takes academic courses stands to gain by having an opportunity provided for him to carry out his work in the practical arts subject he did in the middle school, though the total time allotted for this should be strictly limited. Naturally this will not be a subject for the public examination. The boy will be freed from this work in the third year so that he may concentrate his attention on what will be to him at this period relatively more important subjects. It is not expected that the fate which usually overtakes subjects in which there is no public examination will overtake this. For one thing the boys, at least quite a good proportion, will have a real interest in the work; secondly, the general atmosphere in the school will be favourable to progress and not to neglect ; lastly, the introduction of these subjects will mean the appointment of Inspectors on the vocational side and it will be their duty to check up the work of the school and correct any tendency to laxity.

(*b*) It is very desirable that all these students should do a definite amount of science and social studies. This will take away the odium at present attaching to the course that the science students are not doing sufficient amount of Social Studies and *vice versa*. For example under Compulsory Science, students do at present six hours per week in the I year and three hours in each of the next two years. This time has to be distributed among Physics, Chemistry and Biology. Under the scheme here suggested all the students will be doing a common course in Science and devote six periods per week each year. It is hoped that roughly two of these periods especially in the last two years will be set apart for practical work and that all teaching in the classes will be accompanied by suitable demonstrations. The teaching of Science loses much of its meaning and has no value to the students in the absence of this type of work as an integral part of the programme. Similarly, History, Geography and Civics have five periods in the I year and three in each of the last two years. We are coming to attach more importance to this work and if the object is to be attained more time will have to be set apart. So it is proposed to give six periods in each of the three

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years. Besides History, Geography and Civics, Co-operation also should be taught in these classes. It is suggested that this will be a more balanced distribution than what obtains now.

(*c*) Optionals: (1) Mathematics and (2) Elementary Mathematics and History.

The several factors that have to be taken into account are:—

(i) There is a great demand in the high schools for courses which would ultimately help the boy take a course in which Mathematics and Sciences or Mathematics or Sciences only form a part. It is the duty of the State to provide ample facilities for this object being attained.

(ii) At the same time the present demand amounting almost to a craze for these subjects takes little or no account of the capacity of the students for undergoing these courses. The parent thinks that it is the only way in which he could secure the future of his boy and the head master has little or no say in the matter, as for one reason or another he is sometimes looked upon as an unsympathetic person; oftentimes he has no data on which he can judge.

(iii) We should remember also that, broadly speaking, even among those going in for University studies there are some who are definitely fit for Mathematical or Science courses and those who from choice or necessity would take Humanities. It is generally recognized now that when the boy reaches the high school stage he should be able to have the choice of a broadly differentiated course so that he might follow his natural or acquired talents to the best advantage. At the same time it will serve no useful purpose to have too many optionals which could not be integrated in the programme at the higher levels. It is not specialisation that is intended. Specialisation at this stage will, if it can be achieved, block up so many avenues to the boy even at this stage when he is not really fitted to exercise his judgment with any degree of confidence.

(iv) It has been found in practice that while the Elementary Mathematics curriculum is an entity by itself for students who do not take Mathematics as an optional, it cannot be very well integrated in the programme of a boy who is taking Optional Mathematics. It is no doubt administratively convenient if the head master can have

Elementary Mathematics and Optional Mathematics as two different units but from the point of view of the education of the boy such a division is not quite so satisfactory. Better work can be done if the boys with an aptitude for Mathematics take an extended course in that subject which would include both the courses as parts of one whole and the rest take Elementary Mathematics alone as a separate subject. Probably the handling of these latter boys also will be far more satisfactory.

(v) Naturally, the head master of a high school will not be in a position to advise the new entrants as to their fitness for either Mathematics or Humanities. So it will be good if this optional course is started at the beginning of the second year.

But since Elementary Mathematics such as is usually done in the I year does not apparently afford sufficient reliable basis for judging whether a student is fit for a Mathematical Course or not, it is suggested that a short course in Higher Mathematics may be introduced in the I year. Those students who wish to take Mathematics as an optional in the second year will have to take the course in Higher Mathematics in the previous year and show satisfactory progress. Otherwise they will have to have the course in History and Elementary Mathematics. It should be permissible also for boys who have already made up their minds not to offer Mathematics as an optional, to omit this course in the first year altogether.

(vi) It should at the same time be clearly understood that even boys who do not take Mathematics in the high school as an optional will, if their record in Science is satisfactory, be eligible to take any group of Science subjects in which Mathematics does not figure as one.

Accordingly it is proposed that there be only two optionals (*a*) Mathematics and (2) Elementary Mathematics and History, there being no Mathematics under compulsories in the last years.

Course T (Technical):—(i) Here, the main purpose is to give a boy who selects this side a satisfactory course in languages so that he will not be handicapped for want of touch with the local or a foreign language, an effective course in social studies which would fit him for his life as a citizen and member of the society and lastly a distinctly well-organised course in a line which he could, if he so chose, take up as his life profession, care being taken to see

that the courses in respect of each subject are so organised that the scientific aspect of the subject is fully borne in mind. Indeed, it should be permissible for a boy who takes up this course to join a University course, the fitness or otherwise for his joining being decided not so much on the individual items of courses undergone added up arithmetically as on the sum total of the work done by him and the character of the training undergone. Thus if a boy takes Agriculture or a girl Domestic Science, the University should consider carefully if they could not be permitted to join a course in which Mathematics does not form a subject. Again a boy undergoing say, Elements of Engineering may not be unfit to take up even Mathematics in the Intermediate.

It will be a great help for the boy if he can have a good grounding in English which will no doubt figure prominently at the University level. To meet such a contingency it is provided that while the generality take the usual shorter course of five periods a week, those with a leaning to a University course may take the more extended course of seven hours per week in the last year. This will not be difficult to give effect to as the extra periods will be mainly for written work. Of course, such boys will have more to do than the rest of the students in the same course but it is presumed that these will be the more advanced and more alert students and that they would put in more work and complete the course.

(ii) While from 15 to 18 periods have been set apart for the practical subject, Elementary Mathematics and Science have been allotted between them seven periods under the compulsories. Where the interests of the practical subjects demand or where the nature of these subjects make possible the treatment of the total time that allotted namely 22 to 25 periods as one unit it should be done, subject of course to the exigencies of the school organisation. Where such a treatment is neither necessary nor possible these subjects may be dealt with along with course A students to the extent possible or desirable. Thus the vocational and the liberal elements will be fused together from the first and the boy's training will be as nearly balanced as it can be made.

The following list of subjects is suggested for inclusion in the vocational courses :—

(i) Agriculture,

(ii) Business and Business Organisation and Salesmanship,*
(iii) Carpentry, or Wood Carving and Toy Making,
(iv) Dairying,*
(v) Domestic Science including Carving and Laundry,*
(vi) Draughtsmanship,*
(vii) Elements of Engineering,
(viii) Fishery,
(ix) Forestry,
(x) Fitters' Work and General Mechanics,
(xi) Leatherwork,
(xii) Needle Craft,*
(xiii) Painting and Music,*
(xiv) Poultry Keeping,*
(xv) Printing,
(xvi) Secretarial Work,*
(xvii) Sericulture,
(xviii) Tailoring,*
(xix) Telegraphy,*
(xx) Textiles,
(xxi) Watch-making, Radio Mechanics and Instruments repairing,
(xxii) Weaving,
(xxiii) Welfare Work.*

NOTE :—The subjects marked with an asterisk may be taken by girls.

It will probably be felt that the subject of 'Education' or 'Teaching' is one which might profitably be included at this stage. It is doubtful however if this can be done. For one thing, wherever such courses are offered along with general training, it is mostly in special institutions ; and specal scholarships are usually given so as to make sure that the supply of teachers is assured. Now, the department recruits its teachers at the end of the middle school and at the end of the high school and has well organised though probably inadequate systems of training schools at each of these levels. If to these a new source of supply is added the position will become very confused and the problems complicated. For one thing what is to be the place of these men in the general scheme of teaching organisation ? If they are to be equated with middle school trained men (these latter do the middle school and thereafter a three-year training course) then would they accept the salaries now given to the former namely Rs. 30–55 ; would they not claim the salaries which

they in connection with any other S.S.L.C. man can look forward to in Government service, namely, Rs. 40–80 ; if their claim is to be granted can they be really equated from the utility point with the S.S.L.C. trained men who put in a one-year professional course after S.S.L.C. Presumably not. Again what about their fitness for handling middle school classes. For work like this one should have a good liberal education ; and professional training should be in addition to and not, even partly, in the place of such liberal education. If the higher salary is to be agreed to, from whose ranks are teachers for the primary schools to be drawn ? These cannot be from the new S.S.L.C. men ; first because their numbers will be limited and secondly the cost will be just prohibitive. At the same time it will be difficult to ensure supply of the middle school trained men of the type that we have now and at their present rates of salaries as a large number would prefer to join a three-year high school course which offers a wider range of prospects and a higher rate of salary, instead of joining the three-year course in the training schools which from the first narrows down their choice of profession and limits their salaries to about two-thirds of what they would otherwise get, all for the sake of a small scholarship during the training period. For all these reasons this subject has been omitted from the list suggested here.

It is for the consideration of the Government how the existing facilities in the several industrial schools scattered over the country could be utilised for the purpose of introducing practical courses in Secondary Education. These are under the administrative control of the Industries Department. Either this should be transferred to the Education Department or a working formula devised by which the latter could use the facilities without a hindrance.

Public Examination at the School stage.

There are at present two examinations, one at the end of the Middle School and the other at the end of the High School. Both are conducted by the Education Department. Of these, the S.S.L.C. Examination not merely marks the end of High School education but also leads to University education which is under a different agency altogether. It is a recognition of this aspect that is responsible for the appointment of University representatives on the Secondary Education Board, one of the

main functions of which is to conduct the S.S.L.C. Examination. But very important modification should be made in this body before it can be held sufficiently well-equipped to discharge its functions.

The S.S.L.C. examination should lead the candidates to one or the other of the following :—

(1) University Education (Roughly 30 per cent join the University. The proportion will be greater if we take into consideration the Post-secondary diploma courses organised by the University).

(2) Polytechnic or Industrial schools,

(3) Government Service,

(4) Other avocations.

To discharge duties covering this wide field the body should have a very high standing. It is suggested that it should be a statutory body and its composition may be something as hereunder :—

(*a*) Director of Public Instruction—*Ex-officio* Chairman,

(*b*) Six representatives of the University appointed by the Syndicate,

(*c*) Two head masters of high schools elected from among themselves,

(*d*) Two persons to represent the practical subjects nominated by the Director of Public Instruction in consultation with the Syndicate,

(*e*) One representative of Women's education,

(*f*) One officer of the Department of Public Instruction,

(*g*) Two persons nominated by Government on the ground of their interest in secondary education.

This body should have its own Secretary and its own office distinct from that of either the Director of Public Instruction or University.

Its chief duties will be—

(i) to conduct the Middle School and S.S.L.C. examinations, and

(ii) to advise the Director of Public Instruction on all matters relating to secondary education.

The committee will have power to appoint committees of its own.

At present the S.S.L.C. certificate declares whether a candidate is fit for admission to the University or to the State services.

The Board might classify the successful candidates into three broad divisions :—

(i) Matriculates or those eligible for admission to the University ;

(ii) Those eligible for admission to Government Service ; and

(iii) Those eligible for admission to Technical Schools.

It is suggested that, in view of the fact that the S.S.L.C. examination will lead not merely to University courses but also to public services and technical education, a supplemental examination may be held for candidates failng in the March-April examinations in or about September. This will relieve congestion in the main examination held in March-April and enable candidates to join either Government services or technical schools if they are so minded.

SECTION III

Staffing of Schools, Training and Recruitment of Teachers

It is now necessary to consider in detail the position of teacher supply and if it is unsatisfactory either because it is inadequate or because it is ill-equipped for the task, measures will have to be devised to set right the defects early and to the extent possible in the present circumstances.

Primary Education.

It was seen that on 31st March 1948 there were over 15,000 teachers employed in primary schools of whom more than 75% were untrained. In England and Wales even as early as 1936 the percentage of certificated teachers was 78. It does not seem to be necessary to discuss the question whether there is any need to train men and women for the profession which they are to follow, especially in primary and secondary schools. It was seen also that if the educational programme adopted by the State, namely the introduction of compulsory education is to be realised in the course of the next say, ten years, the total demand for teachers to occupy new posts owing to expansion or fill old posts falling vacant on

account of retirements, deaths and other causes, during the next ten years will be 17,000. Naturally the men appointed to these posts also will have to be trained. If to this number we add 11,000 roughly, the number of teachers that are now working as untrained teachers, the total number to be trained in the course of the next ten years will be in the neighbourhood of 28,000. It is obvious that work of this magnitude cannot be hoped to be essayed with the present machinery or even by any reasonable expansion in that machinery that can be expected to be done, consistent with financial resources, man-power in the shape of teachers necessary to undertake the training work by the usual methods and accommodation and equipment required for this purpose.

There are now six training institutions for primary schools teachers, the total number of teachers trained annually in these being about 225. The duration of the training course is three years. The first two years are devoted to general education of about the high school standard and the final year to professional studies. There is a public examination in general subjects at the end of two years and another public examination in professional subjects at the end of the third year which consists of a theory part and a practical part. Students who pass in theory are allowed to appear for the practical examination held a few months later.

A special teacher-training centre was opened at Huttanahalli last year where exceptionally good arrangements have been made on the basis of complete residential arrangements for all the teachers and trainees to train annually 300 teachers selected either for their long service as untrained teachers or for their having more than the initial general qualifications prescribed for admission to the normal course. The centre being residential, the work has been so planned that the training course is well integrated with life at the centre. In this way the authorities expect that the disadvantages of a shorter course will be generally made up.

The training of basic education teachers is also carried on at Huttanahalli. Adding the number of teachers trained every year in Basic Education, which may be put at the maximum of about 50 per year, the total number of teachers trained every year is only about 600 at the most, a figure which is incapable of forming a big enough unit with capacity to make any lasting impression on teaching in primary schools.

It is necessary therefore to examine if we could devise some scheme with the sufficient degree of elasticity and resourcefulness to tackle successfully the problem without at the same time inflicting on the State heavy financial burdens. The problem is a problem in transition, vast in scope, insistent in its urgency. The solution should be real, speedy and financially bearable, and avoid all wastage.

The first point for consideration is: Can the State at all get the number of additional teachers, trained or untrained, with the general qualification at present expected of them, during the next ten years? The minimum general qualification now insisted upon is a a pass in the Middle School Examination though we have some with higher qualifications. The annual output of boys and girls with this minimum qualification is over 15,000 and it may be assumed that this number will be increasing yearly for the next fifteen years, at least, by which time the compulsory education scheme would have been in full swing for at least four or five years. The demand of the State is for 17,000 new persons during the next ten years, *i.e.*, roughly about 1,700 each year. It may be reasonably assumed in view of the very fair salary scale adopted by the State for the teachers of this grade, namely Rs. 30-55, that the demand will be met satisfactorily, provided probably the rules of recruitment are specially adopted to the needs of the situation (the proviso will be referred to in greater detail at a later part).

The second question is whether the standard of general educational qualifications now prescribed is sufficient for the work involved. The general concensus of opinion including that of the Central Advisory Board of Education is that every Government should strive to have its primary schools staffed by secondary grade trained men. This stage has been reached already by advanced countries like Great Britain and U.S.A., where we have a good sprinkling of graduates also. In 1936-37 for example the graduates numbered 7 per cent of the teachers of the Elementary schools in England and Wales. Now, however desirable it may be to reach the standard set up by the Central Advisory Board, it is impossible to do so within any reasonable length of time for the reasons that we have not got sufficiency of men of this grade for the work and that even if they were available, the State might be able to employ them as it would be financially

too heavy. The cost will be just about 60 per cent more than what it would otherwise be. The present method by which the State takes hold of Middle School men and gives them under the guise of a training scheme a full two years' course of general education, thereby raising considerably the level of the trainees, is a kind of flank attack. But its success has been strictly limited in numbers and it has not shown sufficient capacity to be of more than restricted value to solve the whole problem. In these circumstances it would seem to be desirable to recruit mainly the present type of teachers ; at the same time the State should try to appoint in all schools with over three teachers at least, a secondary grade trained man as Head Master. This will not be impossible either from the point of view of supply of teachers or the extra cost involved, while at the same time, it will certainly raise the standard of teaching in these schools. In any case in schools with all the four classes, whatever may be the number of teachers, the Head Master should be secondary grade trained.

The third and final question is what steps are necessary and possible to ensure the adequate supply of trained teachers within a reasonable length of time. The problem is two-fold : (1) that of training the existing untrained teachers who number roughly 11,000 ; (2) that of tackling the training of 17,000 new persons who would find employment in the course of the next ten years.

It is suggested that the following measures may be adopted for the next few years (approximately ten years) till the problem of untrained teachers is solved as satisfactorily as the circumstances permit.

I. Emergency Tuition Scheme

A large number of the present untrained teachers are persons who have put in appreciable service as teachers and the rest will have put in some service before their turn comes up for treatment under the present scheme. So they can for purposes of the present proposal be treated as one unit and trained in the manner detailed below :—

(*a*) *Selection of training teachers* :—In each High School as many competent Graduate-trained teachers as are available should be selected. Taking the present number of High Schools at 150 and assuming that suitable men at the average rate of two in a High School can be selected, it will be possible to secure 300 teachers. To

each teacher will be assigned the responsibility of training 15 Primary School teachers working in schools which are within a reasonable distance from the High School. Generally speaking the Primary School teachers will be selected from the same Taluk in which the High School is situated.

(*b*) *Scheme of work* :—A set of carefully planned lessons in all subjects of the training curriculum should be prepared. This will not be difficult if all those in Government Service who have had experience in training co-operate under the direction of a competent educationist. These lessons will be supplied in due course by the training teacher to the trainees. They will be accompanied by questions which should be answered by the trainee. The questions will be such that they can be answered after an intelligent study of each lesson has been made. The trainee will also be encouraged to send up questions to the training teacher. Suitable directions will also be given in appropriate stages regarding organisation and discipline of the schools. Practical guidance as to the way in which each lesson or topic may be introduced and developed will be given through the lessons.

(*c*) *Duration* :—The period of training will be two years, at the end of which there will be an examination both in Theory and Practice. As trained teachers get a higher rate of salary after training, a fee may be levied to cover the expenses of the examination only. This is but fair considering that the entire training is free so far as trainees are concerned.

(*d*) *Duties of training teachers* :—It will be the duty of each training teacher selected :—

(1) To send the lessons systematically to trainees, receive and correct the answers given by them and to answer questions asked by them in regard to problems arising from their work. This work will have to be done according to a schedule approved by the Controlling Officer.

(2) To organise classes for one week in Christmas holidays at Headquarters and for one month in the summer vacation to check up work and supplement the lessons by personal instruction.

(3) To visit the teachers on holidays (Saturdays, Sundays, etc.), for the purpose of observing and giving lessons. By special arrangement,

classes may be held for the purpose in the Primary School on holidays and any nearby teachers under the same training master may be invited to take part. Being a holiday, their respective schools will not suffer. A discussion will follow and there will be a summing up by the training teacher.

(4) To co-operate in all ways with the Assistant Inspector of Schools appointed to help in supervising the training.

(*e*) *Duties of Assistant Inspectors of training* :— It will be necessary to ensure that the trainees give proper attention to the lessons given by the teachers, and that the trainees follow the directions given by the teacher and finally to be sure that the training master's work is going according to schedule. For this purpose it is proposed that an Assistant Inspector working under the Inspector of Schools may be appointed. These should not ordinarily be transferred except at the end of each unit of training period.

The duties of the Assistant Inspectors will be :—

(1) To visit the schools in which the trainees work and check the work done by them to report on any point necessary to the teacher-in-charge. His main duty will be to see that trainees are making proper use of the lessons.

(2) To assist the teacher-in-charge by observing trainee's lessons and giving demonstration lessons. He will also elucidate by personal discussion and practical guidance any difficult points in the lessons. The Inspector will be in constant touch with the teacher-in-charge in regard to the trainee's work throughout. When he visits a High School centre he may hold conferences with the training Masters and acquaint himself with the difficulties. A brief record should be kept on these and a periodical report should be submitted to the controlling Officer. The Assistant Inspectors should maintain detailed statement of the progress achieved by each trainee so that at any time it will be possible to evaluate the work of each such man.

The scheme requires that the trainees, the Inspector and the teachers-in-charge should work in close co-operation. This is not difficult provided the whole subject is approached from the point of view of national work.

At the same time it is proposed to make the work sufficiently remunerative for the workers so that the work may go on in a sustained and efficient manner. Remuneration will be paid to all irrespective of whether or not they are Government servants. In the case of the latter it will not count for leave or pension.

The High School teacher who undertakes work under the Scheme will be paid at Rs. 40 a month and will be required not to accept private tuition. The work involved will not be such as to come in the way of own work in the High Schools.

(*f*) *Supervision and Control*:—An officer of the rank of a District Educational Officer may be appointed to control the general working of the scheme. He should work in the office of the Director of Public Instruction directly under him, as in the first few years the work would have to be guided systematically and with care and watchfulness. He may be designated the Controlling Officer.

Two objections may be raised.—

(*a*) That the teachers in the High Schools are specialists and will be unfitted for this work. It is true they are specialists but they are no more specialists than the teachers employed in training schools, where the same teacher may have to handle more than one subject. Even now it is probable that teachers are being interchanged between Government High Schools and Training Schools and what the Government servants can do will not be beyond the capacity of teachers in non-Government schools. They will be naturally paid to cover the extra work.

(*b*) That under the existing training scheme even men with Middle School qualifications are being brought up to the level of boys of form V and above. Will this be possible under the scheme contemplated? A categorical reply in the affirmative cannot be given and the position merits full consideration. One of the inherent weaknesses of the present Primary organisation is that it does not provide for any kind of school library for either the teacher or the student. The omission of books of interest to the boys is a real drawback. Possibly the explanation is that the school system will have achieved its main purpose if it can get the boys at least up to the standard indicated by the text book and these latter the boys are

expected to provide themselves with. Well, it is a principle that has no vision but it is still understandable, though repugnant to all ideas of modern education. But the omission to provide any facilities for the teachers to develop their minds by any kind of study is a very grave defect. If in such conditions the teachers do grow stunted, it is not a result that the State should be unprepared for. The State should devise a scheme of Library which will bring to the school doors a few books at any rate in a quarter. It should be really once a month and oftener. Of course each school must have a small nucleus of a Library. When this is done the training Masters under the present scheme can take full advantage to see that under the scheme the trainee improves not only from a narrow professional point of view but also from the point of his general educational qualifications. In the absence of these all that can be done is to prescribe a few general books not much above the level of the teachers and ask them to study with such help as they can procure locally.

Estimate of cost in respect of 60 teachers trained in a period of two years under the scheme :—

		Rs.	Rs.
1.	Remuneration to four High School teachers at Rs. 40 per month for two years 40 x 12 x 2 x 4		3,840
2.	T.A. to teachers in charge for visiting trainees in their schools at Rs. 10 per mensem 10 x 12 x 2 x 4		960
3.	Cost of classes held for one week in Christmas and four weeks in summer in each of the two years.—		
	(*a*) D.A. to trainees at Re. 1 per day 60 x 35 x 2 ..	4,200	
	(*b*) Contingency, etc. ..	100	
	Total ..	4,300	4,300
4.	Assistant Inspector and Establishment.—		
	(*a*) Inspector grade Rs. 90—5—100 *plus* T.A. at Rs.40 per mensem Rs. 155 x 12 x 2		3,720
	(*b*) Servant Rs. 18 x 24		432
5.	Cost of "lessons" at Rs. 5 per teacher (inclusive of author's remuneration, printing and paper)		300
6.	Miscellaneous (including charges of the Control Officer)		178
	Total ..		13,730

Cost of Books for Reference by Trainees.

A library of suitable books worth about Rs. 200 may be provided at the Headquarters of each training Assistant Inspector. These books should be made available to the trainees in the range and it must be one of the duties of the Assistant Inspector to see that proper use is made of these books by the trainees. The total cost in respect of 81 Libraries (one in each Taluk) will be Rs. 16,200.

This means that the cost of training each teacher is Rs. 230. In the Huttanahalli centre which is cheaper than the usual normal course, the cost of training 300 persons is Rs. 1,63,000 per annum or Rs. 542 per man. In the normal schools it costs nearly Rs. 1,300 to train a teacher.

Under the above scheme the State can train as many as 4,500 teachers in every two-year period. The cost of training will be far less than under the present system. Another important point is that teachers are trained while working in their own schools, thus avoiding the necessity for finding substitutes. Above all this probably is the only way in which the present situation could be got over.

II. Training of New Entrants to The Profession.

The above scheme will take in all those with the requisite general educational qualifications and with a certain amount of teaching service, though as untrained teachers, to their credit. But it is possible to secure at the same time new hands for the teaching profession and to give them adequate training before they are eventually appointed as teachers. In examining this possibility and making the necessary arrangements we should avoid creating avenues which would compete with each other for the new candidates. The State might avail itself also of this opportunity of raising the general educational qualifications of the primary teachers and in any case it should guard against any reductions therein in the name of expediency. Keeping these in view, it is suggested—

(1) That all those with qualifications equal to the Middle School examination and even those who have read up to the fourth and even fifth form but not passed the annual examination should continue to be recruited direct as teachers and employed as untrained hands.

Naturally the above limits will have to be decided in actual practice as a result of experience. This will not be, it should be noted, a retrograde measure since the State is doing nothing better or different. These should continue to be teachers till they could be brought under the scheme above outlined. It will be certainly good, if the Assistant Inspectors proposed under that scheme keep watch over the work of these and see that they keep up their studies in general knowledge subjects, so that when they come under the scheme they will have done part of the work. This is possible to arrange especially if the Libraries are developed.

(2) That all those who have passed the final examination in Form V be given sufficient inducements to join the training schools direct and be given one year's training. They will sit for the final examination now conducted for teacher trainees and will be awarded the certificate in due course. This contemplates a departure in one respect from the current practice of requiring every untrained man to go through a three-year course. On a close examination, however, it will be found that there is no sacrifice in the object now aimed at. The three-year course consists of two parts: a general knowledge part and a technical part relating to training work. The first work is done exclusively in the first two years at the end of which there is an examination in the subjects concerned. The technical work is done under the second part in the third year and is an entity by itself. It is presumed that the level reached in the first two years is approximately that reached in the first two years of the High School course or slightly more; and that is just the stage at which it is proposed to recruit the trainees for the training school. These will get the final year's training and thus it will be seen that the ultimate standards reached will be approximately the same.

The questions now are: Is there sufficient raw material from which this supply can be expected to come and if the answer is in the affirmative, what are the conditions under which they might be induced to join?

It is understood that each year more than 10,000 appear for the S.S.L.C. Examination and of those about 60 per cent pass. The residue taken with the numbers that will stop away at the end of the fifth form represents a body of persons totalling at least 3,000, that may be expected to supply initially about 700, and the supply may increase in time.

As regards the conditions which would make the scheme a success, the following seems to offer sufficient basis for hope :—

(1) The trainee be given a stipend of Rs. 25 per mensem. Considering the present scale of expenditure the proposal is not by any means financially unsound. The State is prepared to take a Middle School man, give him Rs. 8 per mensem for three years and spend during all these three years on the training staff, accommodation and equipment. (It should be noted that this scheme has been inoperable as no one is prepared to volunteer to come for training, since the State at the same time by another gate so to speak, is prepared to make him straightaway a teacher on Rs. 25 to Rs. 45 and depute him later for training, giving him then what salary he would be drawing at the time, it might be Rs. 30 or Rs. 35 *plus* an allowance of Rs. 5 per month for the three years, incurring at the same time the expenditure on a substitute at Rs. 25 per month though of course this last item is of no interest to him personally.)

(2) The trainee be guaranteed appointment at the end of the period.

(3) The recruitment be effected on as wide a scale as possible. It is a matter for special consideration whether especially in the case of recruitment of a class of teacher like the Primary School teachers, which has to be done on a mass scale, the competing claims of the communities will not in the very process of recruitment on that scale, receive substantial though not it may be at first mathematical justice.

It should, of course, be a condition that these undergoing the training should serve the State for a stated number of years at least and that they should not engage themselves during the period of training in work relating to the preparation of any other examination or any such type of work.

On this basis utilising the existing training schools at Mysore, Bangalore, Shimoga and Tumkur the State will be able to produce each year about 500-700 teachers fully trained and reasonably well equipped for their work, at a much cheaper cost than it would otherwise have to incur. In fact the cost of training 2,000 teachers will be far less than training 700 teachers and we can train 2,000 in three years as against 700 in the same period.

It may then even be possible for the State to consider the utilization of the entire resources at Huttanahalli Camp for the production of Basic School teachers.

If both the schemes are worked, what will be the time taken to complete the task of training the Primary School masters ?

First Stage—Five years.—Total to be trained 15,000.

(*a*) Assuming that every two years in the State is able to train 4,500 teachers under Scheme (1) *i.e.*, at the rate of 2,500 teachers per year, the present number of untrained teachers namely 11,000 will have been trained by the end of five years.

(*b*) At the same time there will have been trained as teachers new men with qualification up to Form V and above to the extent of 600 x 5 or 3,000.

(*c*) The basic education training camp may be expected to train during the same period about 200 a year or 1,000 in all on the assumption that the whole of Huttanahalli camp is utilised for this purpose. The exact number will depend on the resources of Practising schools.

Second Stage—Next five years.—Total number trained 13,000. By this time a number of middle school men who would have been recruited as teachers straight during the first five-year period will have put in service of 4 to 5 years and so there will be a number of persons who would come under scheme (1).

Now out of the estimated total of 28,000 teachers to be trained in the next ten years nearly 11,000 *plus* 3,000 *plus* 1,000 or 15,000 will have been trained in the first five years leaving a balance of 13,000 a number that could be handled with ease in the next four or five years.

It may be reasonably concluded that almost the whole staff will have been trained for its work before the end of ten years at the most from the date of the inception of the scheme.

Middle School Education.

Similar problems will have to be carefully thought out here also. At the middle school stage the solution of these should be met almost wholly by the expansion of the facilities almost impossible to expect that the present race of Head Masters drawn from Secondary grade teachers will fulfil the requirements of the new scheme,

Nor should this be considered as a very extravagant demand. In Madras for example all the schools which are classified as Middle Schools are staffed without a single exception by trained Graduates.

High School Education.

As regards graduates who are at present in the High Schools, it is gathered from the conditions of admission into the Training College that a good proportion of these have put in a service of five years and over. It is for consideration whether in respect of such persons for a transitional period of next five years, the University may organise vacation courses of one month's duration, followed by a certain amount of written work and grant certificates on the basis of an examination to be taken after a man takes two such vacation courses. Under this scheme a batch of students will assemble in one vacation and will do a particular amount of written work during the term time and will again undergo a vacation course at the end of the year and sit for an examination thereafter. The examination will be conducted by the University and will entitle the candidates who pass it to a license to practise the profession and make them eligible for the salary of trained teacher. Each batch may consist of about 50 teachers and in the course of five years, as many as at least 200 teachers could be trained. Some other Universities have tried a system under which teachers with some experience might attend a training college during the last term and appear for the examination. This involves dislocation of work in the school and does not certainly give the teacher any real help in his work. He joins the College at the tail-end of the year and profits nothing much. Under the scheme suggested here each set of two vacation courses could be treated as one unit and the courses and work programmed accordingly. Whatever financial help that the department may be giving at present to the teachers under training may be given to these teachers also at about the same rates. Naturally the professors will have to be given honoraria for their work.

Women Teachers.

A survey of the staff organisation of the Secondary and Primary Schools brings out the following features :—

(*a*) That the relative strength of women teachers in the Primary Schools is very low.

(*b*) That Girls' Middle Schools and High Schools are staffed partly by men and in some schools the proportion is very high. In the High School at Chitaldrug for example in the last term of 1948-49, all except the Head Mistress were men.

It is likely that this dearth of women teachers is ascribable to some extent to the absence of educated women ; and it is likely also that social customs discourage here in a larger measure than elsewhere the women taking to any profession leading to active outdoor life and associating with menfolk. But it is difficult to believe that in a State like Mysore where girls' education is not less advanced than elsewhere it will not be possible to enlist more to serve as teachers.

The problem of advance in women's education especially in secondary stage and the problem of women-teacher supply are closely inter-related to each other, and they will be all the more so in relatively less advanced areas. It is the general conclusion of most educationists that, while it is a matter of comparative indifference whether a primary school with its four classes is staffed by men or women teachers and while at the collegiate stage, especially in the graduate courses we might where necessary have co-educational classes, though at the Honours stage it will be impossible to have separate colleges for men and women, it is essential to have separate institutions for boys and girls, especially at the High School stage and only less so at the Middle School stage, and that it is imperative that such schools should be staffed by women. Statistics seem to be distinctly clear in this matter of attraction held out by girls' schools to girls at both these stages. Thus in the period 1944-47, while the number of girls in the Girls' Middle Schools increased by 2,400, the number of girls in the Boys' Middle Schools remained stationary, inspite of the fact that the number of these Boys' Schools increased and probably they were much nearer the homes than before. The same feature seems to mark the High School level also. An Official review of women's education in Mysore State for example remarks : " Separate Girls' High Schools are necessary in the interests of girls. They join a Girls' High School in large number if there is one nearby and only a few join the Boys' Schools as a last resort. In 36 Boys' High Schools in 1938 there were 448 girls. The average number of girls in a Boys' High School which was 12 in 1938 is now 11 (1948). The average strength

in a Girls' High School which was 90 in 1938 is now nearly double this number ".

The same review remarks " Co-education at the primary stage is not meeting with much difficulty " and compulsory education is bound to be heavily on the side of co-education. But the same attitude cannot be taken in respect of Middle School and High School education. It is essential if democracy should thrive in the State, there should be adequate opportunities of the kind that will be availed of readily by the community at the present stage of development. Further a comparison of the number of boys and girls in Middle and High Schools will show that there is considerable room for improvement.

Number of girls in Middle Schools in 1948	.. 24,192
Number of boys in Middle Schools in 1948	.. 78,157
Number of girls in High Schools in 1948	.. 6,034
Number of boys in High Schools in 1948	.. 27,923

With the progress of compulsion naturally the number of girls seeking admission to Middle Schools and thereafter to High Schools will be a growing figure. And if experience shows that this demand can be met to the satisfaction of the community only by providing more places in the existing Girls' Schools and by increasing the number of such schools, there does not seem to be any alternative. Even from an organisational point of view such a step will be preferable, since the courses more appropriate for girls could be organised in the proper atmosphere in such schools than in Boys' Schools. The life of girls in Girls' Schools will be richer and fuller than that open to them in Boys' Schools. Naturally expansion will be limited by the teacher supply.

The teacher supply (women) is determined by the following factors :—

(*a*) Annual output of the number of girls in each grade.

(*b*) The salary scales,

(*c*) Progressiveness of the community as a whole or of the several castes of the community, and,

(*d*) General conditions of service.

(*a*) is not bad as it is and will receive a great impetus in the near future.

(*b*) is one which could be determined only by persons with considerable local knowledge. Speaking generally, if scales like those obtaining in Boys' Schools are

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given there should not be much need to emphasise the factor, though the attraction especially in Middle Schools may not be sufficient. A slight increase here till there is an equalisation in the number of girls and boys in schools, or say for the next 15 years will not be wrong in principle or in practice.

(*c*) is very important and if education is to spread as quickly as possible teachers will have to be drawn from as many sources as possible and to the utmost extent possible from each such source. So long as the supply lags behind considerably and progress is still halting, any communal principle will be difficult to operate or where it operates successfully leaving demand still unsatisfied, it is likely to be to the general harm of the community at large. Naturally largest recruitments could be effected only from the more forward socially and educationally and under the principle of communal representation strictly enforced it is exactly this source that cannot be exploited fully. The principle of social justice is not one which any one will seriously challenge but it will have to be worked out consistently with the highest national interests.

(*d*) These are very important and deserve full and detailed consideration.

(i) Our womenfolk would like to stay if they are unmarried with or near their parents, and if they are married with their husbands. Staying away from their husbands is not conducive to satisfactory out-turn of work. Apart from women who may marry Government servants there is a large class of women who would like to settle down with their husbands in a particular place. As at present constituted there is no place for such women in Government service. The service naturally covers the entire State, and while the Director may post any woman, just as he can a man, to a place of her choice, it cannot be done as a matter of routine nor can it be for an indefinite time. It is for consideration if it will not be possible to recruit, as and when opportunity occurs, women teachers to particular schools. There are no inherent difficulties in giving effect to this suggestion. Of course it will not be possible to administer the service almost by rule of thumb method. But if teachers are not available in sufficient numbers under the present scheme and if the recruitment of more teachers is essential in the interests of the State, more flexible rules capable of yielding desired results will have to be adopted, subject of course

to definitely understood and well published conditions. For example, a woman recruited to a particular post may be given a slightly lower salary. Secondly, her promotion may have to be regulated by stricter conditions. Thus she will have to forego certain chances which she might have had otherwise, owing to the restricted nature of her experience. But if she is ripe for promotion in her own town, in her turn, she need not be denied it, if she is otherwise fit for it. There may be many more problems which will strike experienced officers of the State but they will not be incapable of being solved.

(ii) The suggestion has been made that as in some of the other countries, the State, and the managements, may offer suitable inducement for pupils even during their general educational career to take up eventually teaching work. This inducement in the shape of stipend is being given here to students under training. Whether it will be a success here if it is done at the general education stage is a matter of doubt. Our conditions of teacher training are radically different from the conditions elsewhere to warrant us to adopt same or similar methods.

(iii) Women teachers should be provided with residential accommodation. Naturally the nature of accommodation will be just suited to people of a similar standard of living and a fair rent will have to be paid.

(iv) It is presumed that special leave benefits to suit them are available even now.

(v) It is essential that the schools should be removed from the inspection control of men officers and placed under women officers. It is impossible, in our society, for men and women to move on such terms as to be likely of real benefit to the department. The inspection will be, if done by men, formal and cursory. It is not realised as much as it should be that the Inspector's impression of the working of a school or of a teacher is not based only on the solitary visit he makes to the school at the time of inspection. In fact this is only one of the ways. His judgment is based on data gained otherwise as for example his correspondence with the school, his personal estimate of the teacher at the meetings he has with him, his conversations with him. These sources of information will, in respect of Girls' Schools and women teachers, naturally be in a large measure, denied to men inspectors.

Karnataka State Archives,
(Departmental Library)
ಕರ್ನಾಟಕ ರಾಜ್ಯ ಪತ್ರಾಗಾರ
(ಇಲಾಖಾ ಗ್ರಂಥಾಲಯ)
ಪ್ರಾಪ್ತಿ ಸಂಖ್ಯಾಂಕ Accession No.....

If the State should meet the special needs of Women's education, there is no reason why in a progressive State like Mysore the supply problem should prove so insoluble or that the education of girls, in the absence of which there can be no healthy body politic, should be held back.

Recruitment of Men Teachers.

The principles and methods of recruitment of teachers naturally has an important bearing on the supply of men teachers also.

The broad general principles here adopted appear to be unexceptionable in the abstract. They are :

(*a*) That all candidates recruited shall have at least stated minimum general educational qualifications.

(*b*) That all shall have besides, stated professional qualifications.

(*c*) That in view of the marked absence of trained teachers for Primary Schools, where necessary, those satisfying condition (*a*) alone above may be appointed, but in such cases the men shall be paid lower rates of salaries only.

(*d*) That in both Middle Schools and High Schools only those satisfying conditions (*a*) and (*b*) shall be recruited for being appointed permanently eventually.

(*e*) That in these two grades of schools those with the required minimum qualifications may be appointed but not permanently.

(*f*) That with a view to securing social justice and a just representation for all communities in the participation of this great public work, appointments of a permanent nature shall be made only on a certain ratio of communal distributions.

(*g*) That persons appointed out of their turn in respect of condition (*f*) shall hold their appointments strictly temporarily.

These are certainly of inimpeachable validity but in actual practice, some of them have been responsible for the creation of certain very difficult conditions which deserve notice here :

Thus the absence of progress equally among all communities, has resulted in the comparative absence of the required number of men from each community.

This is rendered worse by the fact that it is just these less progressive communities that are expected to supply,

in view of their numerical strength, a large number of teachers.

The absence again of adequate facilities for training coupled with the greater attractions which other lines of employment have for even these eligible men from the relatively more backward communities render even this limited supply of men from these communities very precarious.

Since permanent absorption in the service depends primarily, other things being the same, on the community to which one belongs, members of the community or communities capable of yielding a bigger number than their quota feel reluctant to take up the posts on a casual basis, and in any case refuse to qualify themselves professionally since they may be faced with the need for even changing their profession.

Owing to these factors we find—

(1) that the supply of trained hands is far too small for the demand and thus work suffers ;

(2) that men appointed temporarily with little hope of permanency have no interest in their posts ; and

(3) that the Head Master finds it impossible to have a programme with the certainty of carrying it out with a loyal, intelligent and stable staff.

It would appear therefore, that in these circumstances (i) it is not possible to realise in practice adequate social justice, since the supply of men from all communities is not assured ;

(ii) it is not possible to carry on the national work, since no member of a forward community is prepared to take up the work which for the time being is left undone by other communities for which it is reserved.

It will be seen from the above that the first truth that should be realised and acted upon is that national work should be carried out without interruption but that social justice should be dealt out to the fullest extent subject to the condition that national work is not left undone or ill-done in consequence. Such a consummation can be obtained by a simple amendment of the rules referred to above. Instead of the present rule (*g*) the State may have some such principle as this :

Subject to the condition that where the required number of persons is not forthcoming from any community, at any one time, the balance required to make up the

total supply necessary shall be drawn from such communities as are in a position to meet the unsatisfied demand, preference being given to the other communities in the order of their relative backwardness.

Provided also that it shall be obligatory on the part of the State to effect such adjustments as it is possible for it to do, during a definite unit of time say each calendar year, to rectify such under-representations.

Provided also no one recruited as satisfying the rules of recruitment regarding qualifications shall be ousted from his post to make room for another in pursuance of the steps taken to make such adjustments.

As stated elsewhere the desired equality in communal representation can be attained at an earlier date than might be supposed with the rise in the general level of education, the promotion of its efficiency and the increasing consciousness of the rights and duties of the members of the Society. It may be admitted readily that till such a state of affairs is reached we should have some rules by which the differences in representation in the State services will be lessened or at least not allowed to increase. But at the same time it should be realised that if the difficulty of securing adequate representation arises not so much from a lack of disposition on the part of the Government to appreciate the importance of the principles as from a lack of supply which cannot be set right except in the course of time a solution should be sought which would reconcile the conflicting principles, and at the same time advance the interests of the nation as a whole. At all times of course the State will be entitled to accord such preference as it can to the unrepresented communities. At the same time it cannot afford not to remember that in the educational sphere efficiency of individual members counts in a far more significant sense than elsewhere. For here the chances of correcting the ill effects of inefficient teachers being set right by a superior are not as real. His work is for all practical purposes complete at every stage and what has been done is done and finished with, furthermore, it is just the boys from the backward classes where the homes do not provide the same high standard of educational background as do the educationally progressive classes that stand to lose considerably from a defective organisation, since the home cannot be expected to counteract even at the lower stages of education any ill effects flowing from such an

organisation. When we realise the amount of evil that can be done, though not unchecked by superior officers, over a life time, it will not be difficult to appreciate the sum total of the public and private wrong wrought.

Unless some such major rectification is made, there does not appear to be any hope for the present of setting right one of the most far-reaching maladjustments in the teaching organisation at any stage of school education.

Supply of Technical Teachers.

Provision has been made for teaching Practical arts in the Middle School stage and the Vocational subjects in the High School stage. If these are to be taught in the way appropriate to the two stages, it is necessary that two different types of teachers are produced soon. For the former men who have attained proficiency such as that indicated by a Post-Secondary Diploma or Certificate Course will be sufficient. For the latter those who have undergone preferably a graduate course or a course nearly equivalent to it will be required. To explain it concretely, it will be sufficient to have diploma-holders in Agriculture for teaching Agriculture in the Middle School. But B.Sc.'s in Agriculture will be required for High School teaching. It is suggested that technical committees that would be constituted to draw up courses should be asked to prescribe the qualifications for the teachers required. It may be necessary to engage as teachers men with comparatively lower qualifications at the earlier stages and to leave it to the Department with the help of its technical staff to raise slowly the qualifications as men possessing these become increasingly available.

Head Masters of the Secondary Schools.

Before leaving the subject of Secondary School educational organization, it is necessary to consider carefully the question of the recruitment of Head Masters of both Middle and High Schools. The place of a Head Master in a school organization is unique. He is in every sense the Managing Director of the institution and he should have the status and powers necessary for this work. But in another sense, in a way equally significant, he is only the first among equals. To combine these two essentially different ideas in one person and to carry out what may appear to be divergent into one programme of work we want really picked men. To a comparative outsider there

would not appear to be sufficient comprehension of the nature of the difficulty at any rate in respect of Middle Schools. The head masters are comparatively under-qualified men and in the case of new type Middle Schools, they may be even ill-qualified. It is true that the number of people required is so large and the number itself is so constantly increasing, that one may be inclined to give up the task of selection as impossible. But it is suggested that if the qualifications are raised preferably to the graduate standard, selection may be slightly easier and conditions of success more favourable. Even apart from that, the present general educational qualification required is too low to be allowed to continue for any length of time. The need will be specially great if the character of the education to be imparted at this stage is also diversified as suggested already.

In the High Schools, selection must be easier from the point of view of number to be considered. Here again experience counts a great deal. It is sometimes forgotten by advocates of direct recruitment who are prone to apply into educational fields methods appropriate to other departments of Government activities, that the second conception of the head master's dual personality is of very great importance. It is very difficult for a man who has started at the top to understand this idea and live up to it. He has never known what it is to serve, he has known only subordinates, the idea of equals is foreign to his training. Even a successful Managing Director must know how to manage before he directs and that presupposes the idea of an inside knowledge of men and motives. Nor should we be ordinarily misled by what may be called successful careers. Born leaders of men there are, but even this does not carry with it ignorance of their men.

SECTION IV.

Inspection of Secondary Schools.

The need for a sound inspectorate in any system of Secondary Education is well recognised by all administrations. Its value as a part of the administrative machine as well as an educational unit is clear. An Inspector of Schools is essentially a teacher and conceives his duties accordingly. He should, therefore, be qualified for this dual function. The details of the organisation of the

Inspectorate depends on the educational structure and the objectives of the stages of work at the Secondary Education level. In Mysore, Secondary Education consists of two parts—the Middle School and the High School. The former is a course of four years and the latter is one of three years. The object of the Middle School course is to give not merely a sound liberal education but also a very good introduction to some kind of practical work to every student. In actual working the latter item will account roughly to one-third of the student's effort. The aim of the High School course is to provide a highly diversified course leading on the one hand to academic studies and on the other to a vocation or some kind of employment. It is a significant feature of this course that it is not to be considered either as a purely academic business or as a practical work course. On the other hand, it is one of the features of the scheme to secure interchange of students from one section to the other to the extent possible. Naturally the student population consists of boys and girls and the girls have separate schools of their own—both at the Middle School and at the High School stage. These girls' schools will be expected to provide under practical work programmes of special interest to women. It is for such an organisation that we have to provide a suitable inspectorate.

The first line of demarkation is provided naturally by the division between Boys' and Girls' Schools. It is an accepted maxim that at this stage of education more especially the high school level, it is advisable to keep boys and girls separately. Naturally girls' schools will be staffed by women. That should at any rate be our aim. In such conditions it would seem to follow that the inspecting staff should consist of women ; otherwise there will be two difficulties : first, subjects which are of special interest and importance to women will have to be inspected and controlled and sometimes even organised by men who will naturally not have had any special training for the work. One result will be that the organisation may leave much to be desired and inspection may tend to be amateurish and fail in its purpose of checking up work done and of giving the necessary direction for future work based not on book knowledge but on a comparative study of work done elsewhere and of a careful assessment of such work. The second result will be that no personal contact would be established between the control office and the field worker—the inspector and the teacher. A

man inspector cannot move on the same terms as a woman inspectress can with women teachers. The inspection work will naturally be not so effective and tend to be too formal to be convincing. The result of this will be that the Director would in course of time cease to have that intimate connection which he should have with girls' schools.

The present organisation of the inspecting staff of the Secondary Schools in Mysore State is on lines similar to those in other provinces. Each district has got a District Educational Officer. His general Educational qualification is represented by the graduate degree. He must of course be professionally trained. He is an experienced teacher, or inspector or both ; but at the time of first appointment as District Educational Officer no special emphasis is laid on his specialities. Naturally when people are being recruited for seven or eight posts some of the subjects will get represented but this is not one of the avowed problems of the recruiting agency and the result, if satisfactory, is more an accident of circumstances. It seems to be very desirable that a departure is made in this respect. Education has developed considerably in Indian schools during the last forty to fifty years. The objectives have changed and with the change in objectives the studies also have become both diversified and intensified with the result that specialists are necessary to teach those subjects and people are appointed as specialists. These are naturally persons who have undergone a fairly intensive course in their subjects. Now it is obviously unfair to the person whose work is inspected, and defective from the point of view of the organisation that a specialist's work should be inspected and value assigned by those who have had no special training in those subjects. For example, if a History or Literature man inspects a science laboratory it will be difficult for him to give directions of more than very general nature or universal incontestable validity to be of any very great use to the teacher. The situation will certainly be full of humour and is only saved by the gravity of the Inspector and the acquiescence of the teacher caught up in an organisation where to kick will mean the end of peace, let alone prosperity. For a Science man again to pretend to assess the work of a social studies teacher will be something of a presumption. And for these two in their turn to inspect a literature class will be equally out of place. The fact is, it

is not merely a question of speciality but one of cultivated interests. It seems to be therefore necessary to provide for an agency which would sometime or other be able to evaluate and actually evaluate the work. With the growth of schools every year large numbers are recruited as teachers who even if trained are certainly new to the profession. These men require gentle but firm guidance in their work by men trained for this work. A head master cannot give more than general directions. It is very desirable that every new teacher is met soon after he takes charge by a specialist with whom he can discuss the organisation of his work, the preparation of his work and the execution of his tasks, a specialist mereover who will have the authority of more than a Colleague, such as other teachers of the same subject in the school. Not that the value of the collaboration of these latter can be minimised. It has its undoubted place in a school activity. The Inspector could also keep himself in touch with the man through correspondence and through further inspection at a subsequent stage. Of course we should not forget that a good proportion of these new teachers are untrained or temporary or both. Naturally in this scheme of things the head master will not be bypassed. All the work will be done through and with the cognizance and approval of the head master. If such a kind of work is done, there is every possibility of the level of teaching being raised to a satisfactory stage. It is worth noting that while the principle has not been worked out fully, it has not been altogether un-recognised even in our country. For example, even in Mysore there was at one time a special Inspector of Sciences ; probably this was because of the fact that Sciences seem to afford more difficulty than other subjects. There is even now an Inspector of Practical Arts Instruction as well as an Inspector of Agricultural Education. In Bombay also there seems to have been at one time an Inspector of Sciences. In other provinces, say like Madras, there has been evolved an inspectorate of Physical Education, probably because the ordinary inspectors were rather out of touch or even out of sympathy with this aspect of work. It was also considered necessary at one time to have an Inspectress of Domestic Science in Madras, though her work was confined to European Schools. As stated already education has grown considerably during the last forty or fifty years. While the subjects are the same, the method of approach has become completely revolutionised. The contents also

have become fuller, less bookish and more purposeful. Science work is now and is expected to be undissociated from practical or demonstration work. Methods of teaching languages have changed considerably. Social studies have also changed. Every subject is handled in a different way from what it was before. In spite of this general growth all this variety, this richness, the inspecting staff remains in conception and in execution almost as it was over a century ago.

It is for consideration therefore whether the State should not organise its inspecting staff on a subject basis. The first requirement of such an inspectorate will be that it should as per plan represent the broad divisions of subjects taught in the schools, for example, Languages, Sciences, Social studies, Practical subjects. On the Women's side, there must be one at least capable of directing Domestic Science studies. Whether we can have one set of these or two sets depends on the actual finances of the State and the felt needs of the Department. Having secured these, the Department might divide the whole area into one or more units. In each unit all the various Inspectors will be represented. For administrative purpose the members of the unit will have to be distributed among the several divisions of each unit (each division having an inspector in one or other subject). This inspector will be in administrative charge of the schools within his sub-division, but part of his duties will be to help the other divisions in his unit with regard to the special subjects which he represents. The scheme can be worked very smoothly when once the broad lines are settled. Naturally the same division of subjects will not be possible in girls' schools when the number of Inspectors will naturally be limited, possibly one.

Should it be considered for one reason or another that it is still premature to go so far, the State might at least start recognizing the principle of subject Inspectors and recruiting for the whole cadre an adequate number. It might then be possible for the Director to mobilise these in such a manner that he can have the help of its individual numbers at least in certain specified schools where such help is more keenly felt than elsewhere. Again such an organization on a high level will be indispensable if the plan of effecting a co-ordination of the work of the Training College and the Inspectorate and through that, of vivifying and enriching both the schools and the Training College is to be put into operation.

With the increase in the number of Primary Schools and the growth in the complexity of compulsion problems and the increase in the number of Middle and High Schools, it will be necessary soon to strengthen the inspectorate, when opportunity may be taken of planning the inspection of Middle Schools.

Co-ordination of Inspection and Teacher Training.

This is essential if inspection work is not to become purely formal and training work is not to be routinised. There should be regular inter-change of teachers according to a definite programme between schools training teachers for Primary Schools and the inspecting staff of the Primary Schools. The problem, however, will be more complex in the case of Secondary School Inspectors since the Inspectors will be borne on a cadre of the Department of Public Instruction while the training College for graduates will be managed by the University. But if the principle is accepted a way-out should be found. This question will be dealt with more fully when the recruitments of teachers to the several University Colleges is considered.

SECTION V.

University Education—Scope and Character of Work. Intermediate.

Students entering the University have the following choice :—

If they wish to study Commerce they could join I.Com., which is a two-year course leading to the next stage of two years represented by B.Com.

All the rest will have to join either Inter. in Arts or Inter. in Science.

The students for Inter. in Arts take, besides English and a second language, three out of the following (the actual combinations of these being subject to certain conditions):—

A selected language; History, Logic, Economics, Geography, Mathematics, Physics, Chemistry, Biology.

A student wishing to do I.Sc. should take English and a selected language (only non-detailed texts) and any one of the following groups of subjects :—

1. Physics, Chemistry, Mathematics.
2. Physics, Mathematics, Geology.
3. Botany, Zoology, Chemistry.
4. Botany, Geology, Chemistry.
5. Geology, Zoology, Chemistry.
6. Botany, Zoology, Geology.
7. Physics, Mathematics, Economics.
8. Economics, Geology, Chemistry.
9. Economics, Geology, Geography.
10. Mathematics, Economics, Geography.
11. Economics, Geography, Chemistry.
12. Geology, Geography, Chemistry.

Two or three points stand out here :—

(i) Among the subjects included for study in Inter. Arts and Science, some of the subjects provided in the High School course like Agriculture and Domestic Science are conspicuously absent.

(ii) The subjects are generally those which are to be found in any ordinary list of subjects.

(iii) A subject like Commerce which could be studied in combination with several subjects is removed altogether from Arts Courses, though there are subjects here auxiliary to Commerce.

In the course of the present investigations it was again and again stressed by persons whose opinions are entitled to much weight that, on account of the want of provision in the Intermediate stage for the study of subjects like Agriculture, there was a great hesitation on the part of students to take up corresponding subjects at the High School stage. It is true that it may not be possible for the same subject to be repeated at each stage but it seems to be the duty of the organisers or course to see to it that the interests awakened at one stage should be kept up by providing an appropriate subject at the higher levels as well, where they will find nurture and fulfilment and it may be one near allied to it. It is of course clear that the view point and method of approach of a subject will differ from one age group to another.

It was pointed out when dealing with an earlier stage of education how with the increase in the different social strata from which the students are now drawn and with the increase in the very numbers of students a radically new situation has arisen. It is no longer a case of making provision for a limited number of boys drawn from a special stratum of the community, equipping themselves for the learned professions or the State services. On the other hand, with the influx of students from below and over a wide area we have to cater for new patterns of abilities, desires and objectives : the College population is becoming increasingly a miniature representation of the State population with its varied interests, outlook, abilities and resources. It is, therefore, imperative that the courses also should be correspondingly diversified. As stated elsewhere the whole educational organization should be regarded as one highway in which each boy or girl should be able to go from end to end, dropping off if he or she so desires at any point but feeling nowhere that the conditions are strange and forbidding. Within the limits set by the University and purposefulness of every course that a boy takes, it should be possible for him to exercise his choice widely, with reference to his natural and acquired talents, his past training and future plans. The Intermediate stage is in reality the true Entrance examination to most of the special courses and so should have a bearing on the future work while reflecting to some extent conditions in Secondary education.

It is, therefore, highly necessary that the multipurposes idea on the basis of which the recommendations in respect of the Middle School and High School curricula have been drawn should be kept in view here also, and a scheme of studies adopted which would satisfy the several strata of student groups to be found now in a University. In this connection the principles laid down by the Calcutta University Commission are worth being pondered over. It stated :—

> "The Intermediate College must be regarded as fulfilling a double purpose. In the first place, it must provide a training such as will qualify its students for admission to the University in all its faculties, or into other institutions for higher or technological training. In the second place, it must provide a training suitable for students who, after completing their course, will proceed direct into various practical occupations. As the system develops we should expect to find an increasing number of students entering upon the

Intermediate course solely with a view to preparing themselves for various practical careers.

"These two categories, however, though their needs must be kept in mind, ought not to be too sharply differentiated from one another. The boy who has just completed the general High School course and passed the High School Examination cannot fairly be required to have made up his mind whether he will proceed to a University course or not. He does not yet clearly know what possibilities are open to him; and, in Bengal beyond all other countries, the tradition that a University career is the right and natural one for all boys of ability and ambition is too deeply rooted to make it reasonable to expect that a boy will choose a course of study which will definitely exclude him from the University. The experience of the "B" and "C" courses in the High Schools is generally regarded as showing that carefully devised schemes of study are likely to fail unless they give access to a University career. While, therefore, the courses of the Intermediate Colleges ought to be so differentiated as to meet the needs of students of many different types, they ought not to be sharply differentiated into University and non-University courses. So far as may be, every alternative course of study should represent a possible line of approach to University work; and the examination should be so designed that the University will accept it (under certain defined conditions) as admitting the successful candidate to its courses in one or another faculty.

"This is the less impracticable because, whatever career the student is ultimately to follow, one of the primary functions of the Intermediate College must be to give him, so far as the limits of time permit, a sound liberal education, such as he cannot now get from most of the High Schools, and will not be able to get, however rapidly the reform of the High Schools may proceed, for many years to come. It will be a training specialised in some degree in view of his future career, as even the present Intermediate Course is despite its defects. But it must also be a liberal training, and the "Vocational" element in it must be subordinate to this. If the Intermediate course is thus conceived, it ought to be natural for the University to accept any form of it; for even though some forms of it may be materially influenced by the needs of particular professions, a modern University is a great nest of professional schools; and so long as the preliminary training for a professional career is not too narrowly technical, but uses the subjects of professional interest as the means of a liberal education, an enlightened and modern University should readily accept it, if it is satisfied that the course, and the examination which concludes it, meet the needs of its own scheme of training.

"We recommend, therefore, that the courses in Intermediate Colleges should be so designed as in every case to give admission (if the examination at the end of the course is successfully passed) to the University, though not necessarily to every Faculty of the University. Thus one group of subjects would be specially suitable for admission to the

Faculty of Arts, another to the Faculty of Science, another to the Faculty of Medicine, another to the Faculty of Engineering, another to the Faculty of Commerce or of Agriculture. At the same time we should regret any undue rigidity in the qualifications required for admission to various Faculties.

"At present the Intermediate course is differentiated into two distinct branches—Arts and Science; but as we have seen, the distinction between them is in some cases very slight indeed. Since we contemplate provision for a great variety of different groupings of subjects, none of which will be either purely Arts or purely Science, we suggest that this distinction should be abandoned; and that a single examination, with a single name, but with a considerable variety of forms, should end the course."

Considered from all these points of view, the following subjects may be provided in addition to those now in existence, under Part III of the Intermediate Course:—

1. Agriculture.
2. Citizenship.
3. Commerce and Accountancy.
4. Co-operation.
5. Domestic Science.
6. Draughtsmanship with a special emphasis if need be on Civil, Mechanical or Electrical side.
7. Economics—Collective Welfare (Compare "Welfare of the Group" evolved by the Department of Education, Co-operative Union, Ltd., England).
8. Economic Geography and Economic History.
9. Education.
10. Elements of Engineering: (a) Electrical, or (*b*) Mechanical.
11. Elements of Law.
12. Journalism.
13. Music.
14. Painting (Equivalent to two subjects).
15. Psychology (General) or Elements of Child and Educational Psychology.
16. Surveying.

It is necessary that no College should be allowed to come into existence unless it is able to provide a sufficient

variety of subjects from the practical subjects, more especially Agriculture and Domestic Science. Every care should be taken that they do not run into the old narrow academic grooves. This will entail large expenditure on Laboratories and other facilities for practical work and on staff with special qualifications, who might not be available for the ordinary salaries. I should deprecate the opening of First Grade Colleges while the High School and the Intermediate Colleges have not been effectively remodelled to suit the needs and requirements of a democratic education. In the meanwhile additional accommodation might be provided for those coming up to the University in the existing general and professional Colleges by increased residential facilities. If the old narrow type of B.A. rises in different places, it will not only retard the multi-lateral development aimed at but will intensify the problems already created by their narrow and one-sided development. There is no objection to new Intermediate Colleges being started, which may perhaps become necessary owing to the increased output of High Schools. In the case of such new institutions, the tendency to start academic courses should be restricted and it should be made a condition of affiliation that some at least of the practical courses should be organised *ab initio*.

Another point that may be worth considering is if it is necessary or even desirable to have a special I.Com. course branching off from the High School stage. The reasons adduced by the Calcutta University Commission in favour of making the end of the Inter. the branching off point seem to hold good in respect of Commerce as in the case of other subjects. The present I.Com. has no place for the regional language or for the matter of that any language, except English. It seems to be generally accepted that Commerce students should study one of the Indian languages say, Hindi, Kannada or any other language. (It is understood that Hindi will be one of the languages which each Commerce student will have to study in future). The segregation of the I.Com. students at so early a stage into a separate group is not probably conducive to the securing of a progressive and liberal outlook on their part. Their mixing now with the other students not only in intra-curricular but also in extra-curricular activities will be very favourable to the development of their personality. Further more at present all the boys intending to graduate in Commerce

have to migrate to Bangalore soon after S.S.L.C. If on the other hand the Commerce subjects are available in the general Intermediate Colleges a good number of these at any rate can be with or near enough their parents during an important formative and impressionable stage in their life. Lastly a post-Inter. Commerce Degree course will be able to recruit from among students better able to decide on what they were fitted to take up as their life work than would be possible for a post-Secondary course.

The only point for consideration as against these advantages is the probable loss in the value of the training given in non-special institutions. This would not appear to be real enough. Nor can it be contended that an adequate training in Commerce cannot be given in the course of two years after Inter.

Another point for consideration is if we should have a separate Inter. in Arts and Inter. in Science. It is usual to have it and this distinction in nomenclature is found in many Universities. But whether it amounts to more than a verbal difference differs from University to University. In Mysore, however, there is one distinguishing feature. In I.Sc., the second language course consists of the study of non-detailed text-books only. It is doubtful if this is a desirable restriction. Apart from the sentimental aspect, the value of studying a local language at least to the extent to which it is done in Intermediate Arts seems to be real.

A third general point meriting consideration is the nature of the study of sciences in the Intermediate stage in Mysore. The scientific training in the Mysore State as represented by the Central College, Bangalore, which was for a long time the only Centre of scientific teaching for the Inter. and Pass courses had an enviable reputation. But recently—it is difficult to assign a date for the change which seems to have come about during the last 7 or 8 years—the attitude to scientific study seems to have suffered modification for the worse with the result that it has come to be accepted as nothing out of the way for a College to claim to train pupils in experimental Sciences without even having anything by way of apparatus or chemicals. The thing seems to have become so general that a Rip Van Winkle of 1900 will find at least in a few centres nothing peculiar in the conditions of to-day. What is more depressing is that even teachers seem to be in some

danger of losing the perspective and what may be called their scientific conscience. An experienced teacher of Science in one of the Intermediate Colleges for example stated that while none could deny the value of experiments, it was just possible to go on lecturing for one whole year—of course without the aid of even demonstrations and probably even blackboard drawings—and make up for the omission by conducting experiments during the space of 15 to 30 days right at the end. It is understood that the task of supplying Colleges with chemicals and apparatus is going on apace. But the problem is inextricably bound up with the problem of accommodation preferably of a permanent nature and the latter at the present day is not so easy of solution. It is hoped that the University authorities and College Managements will give their earnest consideration to the task involved and make such arrangements as they can, even though they may be of a temporary nature, as would satisfy the ordinary standards of scientific teaching in other and equally advanced provinces of India. Indeed the value and the nature of Science training in the Intermediate classes is so great that it will determine the nature and scope of work in the post-Intermediate scientific and professional courses. Thus if the Intermediate work is to consist mostly of reading matter, the Faculties concerned in the admission to the post-Intermediate courses will have very little to base their admissions on, and having made such admissions as they could, would feel bound to re-do the earlier work as it would be otherwise unsafe to build on the essentially primitive work. Secondly, the training afforded by practical work, the opportunities for observations and deductions, and the development of other mental and physical faculties that go with it, will have been denied to students seeking such training. Nor will the consequences of such a defective training be limited to the student only. Such a student, should it be his fortune to become a teacher, will naturally be at a special disadvantage and his students will in their turn be the victims of such a training. Indeed it will be hard to fix the limits of the cumulative influence of such a process. Probably the present situation would not have arisen if the University of Mysore had instituted practical examinations as part of the scheme of Intermediate Examination. In fact even apart from this, which may be called the "Preventive" value of practical examinations, it seems the time has come when the

University should institute practical examinations. Even under ordinary conditions it has been found by experience that the tendency is to emphasise less and less on practical work though not to the limit of extinction. Incidentally, it will help the University to reduce the present course for the M.B.B.S. by 6 months by eliminating the pre-medical course.

It has not been found usually possible to allot more than four hours of work per week to each of the optional subjects and the objection may be raised that the time is too short for anything like intensive work being done. This is a fact, and one should not expect more to be achieved. So far as professions (other than learned or black-coated professions) are concerned, we may roughly divide these as needing men—omitting the unskilled labourer—at three levels, namely, the artizan, the technician, and scientific and directive personnel. Under the present scheme the first will be provided for at the end of the middle school stage, the second at the end of three years thereafter, *i.e.*, at the end of the high school stage, including, where necessary, a supplementary course in a polytechnic, and the last at the end of the appropriate degree course. So, ordinarily the Inter. should not be expected to lead straight to a vocation ; it should be looked upon essentially as an admission course to a higher course leading ultimately to the highest grades in a profession, or a line of employment. Conceived in this spirit it is not necessary to devote ordinarily more attention to subjects at this stage. But it may be necessary to make exceptions especially in respect of subjects the study of which had not been commenced previously and which require more detailed attention, *e.g.*, Painting, Education which have been introduced for the first time in the ordinary educational ladder. It may be possible to give more periods to these for practical and theoretical work. A student taking Education, Elements of Child and Educational Psychology and one other subject, say, Mathematics or History or Domestic Science, will, having undergone a good course in English and a Second Language as well at the same time be certainly as good as, if not better than, an S.S.L.C. trained teacher. Such a person will be specially valuable in the middle schools where the generality of teachers including the Heads are S.S.L.C. trained men. Of course, there is nothing to prevent these students from going to the

graduate courses, but a good number who drop off at this stage may be employed as teachers.

GRADUATE COURSES (PASS) IN ARTS AND SCIENCES.

"General Education" or "Orientation" or "Survey" Courses at the Graduate Stage.—Before dealing with these courses in detail it is necessary to refer to the view held some times that our B.A. and B.Sc. Pass courses are essentially cultural courses and that they have failed in this, their main purpose, for want of a course which would be a perfect blend of liberal Arts and Science drawn up against the background of to-day's democracy and that it is necessary therefore to scrap these courses and have in their places three parallel courses—one a cultural course which would be such a blend of the elements of science and the elements of humanities founded on a course of languages, regional, federal and international, the Kannada, Hindi and English respectively, the second an arts course and the third a science course. Sponsors of this proposal point to similar trends in U. S. A. One experienced Mysore educationist, for example, suggests the need for a course of study like the following under the Intermediate or general education scheme :—

Group I—*Languages :*

(English, Hindi and one Regional language).

Group II—*Humanities :*

[Aesthetics (or appreciation of Fine Arts), and Social Studies].

Group III—*Science :*

(Physical Sciences and Natural Sciences).

In this connection it should be noted that even in U.S.A. such course is not by any means common. Again, conditions in U. S. A. would appear to be different from conditions in India and it is difficult to see clearly that similar measures are necessary here also. Suffice it to say that opinion in America is very divided. A distinguished educationst President W. H. Cowley of Hamilton College, writing on "The University in the United States of America" *(The University Outside Europe :* Edited by Edward Bradby) refers to these same courses and concludes as follows :—

"The Survey course idea seems at the moment (this was written in 1939) to be somewhat in eclipse. The President of the University of Chicago has himself condemned the plan, although it is still in operation....."

It will thus be seen that the American experiment has not probably as much in it to help us directly as one would like to have. It is also likely that our methods and courses are simpler and capable of less radical treatment. Our courses are fewer : they have been canalised ; the general and special objectives are easier of being understood ; our boys are not probably massed up in any one place or under one authority in such large numbers as they are in America in spite of the wonderfully well developed and extensive Collegiate and University organisation there ; they generally stay throughout the course. We can diversify the courses so as to bring them into line with the present day requirements, without scrapping what have been of service so far. In fact it is in situations like this that we realise more than ever that while the conditions in the several countries are seemingly similar in some respects they also differ so markedly in other important respects that any imitation or adoption will be very unwise. This does not mean of course that we may not adopt the good elements in the new ideas. Our problem is to devise courses at the Graduate Stage which while serving to broaden the young man's mind still further will enable him to follow a walk of life or to enter into a professional course where such courses will be useful. It would not appear to be wise to go on devising even at almost the top of our educational course the so-called General Culture courses. As we reach nearer and nearer that stage, we should concentrate with growing insistence of vocational values as well. Otherwise we shall be creating a set of people who will be unable to adopt themselves to changing needs of the nation and becoming unfit become centres of weakness and dissatisfaction in the Nation. For our objects and needs the present pass courses seem to be quite suited. Indeed it will be difficult to organise courses like the one quoted at the outset which would be of value to all without being on the one hand too much above the heads of some and on the other hand a repetition of the work done already, to the rest.

Arts Courses.—The present courses in the University of Mysore are quite satisfactory. They give in addition to training in two principal languages, a good grounding in three subjects commonly classified as humanities, while making it possible for young men to study one or two languages intensively. The cultural nature of these

courses is very definite, but they also afford a fair training for entry ultimately to certain lines of occupation.

One of the professions which draws most on Pass B.A's. is teaching and it will not be unwarranted if we consider carefully what improvements could be made in the B.A. course to meet the needs of this class of men. For teaching social studies and Elementary Mathematics, persons who have done the B.A. in the appropriate subjects will be sufficiently well equipped. Similarly those who have taken special English should be qualified to teach English ordinarily. It is however a point for consideration whether greater emphasis should not be laid on grammar as such. Though we may not teach formal grammar in the High Schools, the background of a correct appreciation of grammatical principles and usage on the part of *the teacher* at any rate is essential. Probably it will not be unprofitable to those who study English intensively. This cannot be secured unless some amount of actual formal work is done at this stage under Part III. The work will not offer much difficulty from the point of organisation and need not be scoffed at as something relatively inferior in grade. In the past when much higher proficiency was expected and reached in the course of one's education, this aspect received attention in the lower classes; but now that in the lower classes the work will in consequence of the change in the objectives, be relatively elementary and grammar will be increasingly omitted, the need for supplying the omission especially to those who are likely to take up the teaching profession, is real and almost unavoidable. Even now it is not beyond the experience of one who has seen classes at work to note grammatical and spelling mistakes in the writings of the teacher on the blackboard and it is not difficult to imagine what proportions these may attain if left unattended to, as days go on. As stated already even to those who take English as an optional but do not expect to join the profession of teaching, such a course will not come amiss. We have also to consider how far the present Kannada course will be 'sufficient' for teachers of High School classes. In the past, and it is true to a large extent even at present, the teaching of Kannada was entrusted to men of the Pandit class, meaning thereby, persons who however high may be their proficiency in the literature and linguistic side of their particular language of study and possibly related

language besides, were, speaking comparatively, very imperfectly acquainted with general knowledge subjects and who besides, not having had the benefit of having personally gone through a systematic course of training over a sufficiently long period, such as is connoted by the high school education and all that it stands for by way to emotional and intellectual experiences, sports activities, etc., were ill equipped and so could not effectively play the part of interpreters of modern thought and aspirations to our young men. With the changed conditions, the status of Kannada also has been revolutionised and large demands will in consequence be made upon it and as a result upon the teachers of that language in the several classes. It is sometimes hard for us to appreciate how much the barriers of thought have been broken down by the replacement of English by the mother-tongue and that boys and girls in our class-rooms even will be as wide awake as their counterparts in England or America. The freedom and broad-based training that now pervades educational effort will lead to thought provoking questions and even in a Kannada class these may not be limited to verbal quibbles or hair splitting figures of speech, especially when Kannada is as comprehensive as the ever-expanding national life. Now it is obvious that the nature and worth of the teaching in Kannada in the primary classes depends upon the men trained in the middle schools ; of these men again upon those trained in the high schools and of those again in their turn on those trained in the graduate (most generally pass) courses. It has been the experience elsewhere that for such work in the high schools, we want men who combine the erudition of the Pandit class with the all-round alertness, flexibility and polish of a graduate. The latter is purported to be supplied by the present course of 15 years. But does the course supply also the former ? In the neighbouring province of Madras it is felt that such standard can be reached by what is represented either by the Part III Language of B.A. or by the B.O.L., of its several Universities. If the experience there counts, then it should be a matter for consideration whether Kannada course in B.A. should not be amplified in some manner, say by evaluating it as equal to two optionals. This is a matter in which the need having been pointed out, the University should if it agrees devise suitable means to satisfy it. It may be probably worth remembering in this connection that the problem

of raising the status of Kannada in the High School curriculum depends on the problem of raising the standard and status of the Kannada teacher and this cannot be achieved merely by raising the salary scales of the teachers thereof, but by intrinsically improving their competence for fulfilling the needs of teachership in the new conditions of life and this can be ensured only by seeing to it that the teachers have gone through a course of graduation or a course as nearly like it as is possible in the present conditions. There is no need to repeat that the Pandits, as a class, are a very worthy set of teachers ; but equally there is no room for doubt that the teacher of Kannada to-day must be in no way inferior to his confreres in other subjects.

Science Courses.—The position of these courses seems to be admittedly unsound. Confronted by a suddenly expanded demand and naturally anxious not to deny at least a partial satisfaction of the demand and as naturally unable, especially in the difficult war conditions and in the still more difficult post-war conditions to man, accommodate or equip the college satisfactorily, the Governments of the day adopted what may be called a *laissez faire* policy in the remote hope that things can and will be set right in course of time. It is probably doubtful whether the active agents, the State, the University, and in some cases the managements were cognizant of the fact that forces were being let loose which would in the absence of a well-defined plan of action, end in almost the neutralisation of higher work, a result from the contemplation of which all the agencies would have shrunk quite honestly if they had only been aware. On the other hand there was the definite satisfaction that much good that would not otherwise be attained was being forged and much dissatisfaction that would have resulted otherwise was being avoided. Indeed, in the nature of circumstances existing then any other course would just not have been possible. Nor can one fail to recognise readily and with pleasure that progress in some directions has been made and growth and development have been the result. And if we to-day have problems to solve they are problems of vitality and growth that carry within themselves fructifying seeds and not the problems of decay and dissolution. The atmosphere is of Hope, of the Day of Inauguration and not of Closure Day.

But if we are to solve these it is incumbent that the exact nature and scope of the task should be fully

comprehended first. The major part of the work is being done in six centres in the State: The Central College, Bangalore, First Grade College, Mysore, St. Philomena's College, Mysore, and the First Grade College, Tumkur and the two First Grade Colleges for Women at Bangalore and Mysore. All except the first are of very recent date or as in the case of Women's Colleges of incomplete organisation depending from the first on one or the other college, and they are all trying to meet their difficulties each in its own way. The position in the first which is the oldest foundation (in Mysore State) is described in these words by one who should know the conditions well. (The quotation is rather extensive but necessary as it explains things remarkably clearly with perfect candour):—

"The Central College is the largest of the Constituent Colleges of the Mysore University, and has always been regarded as the centre for scientific studies in the State. With the institution of the Mysore University there was rapid expansion, and new buildings and equipment were added to the College to train larger numbers of students. The College also rapidly developed as a centre of research, especially during the time of the Vice-Chancellor, Sir Brajendranath Seal.

"In the earlier stages the courses of studies extended over two years and included the training of students for both the B.A. and the B.Sc. degrees. The former was a generalised course giving instruction in languages (English and second language) and two sciences. The latter was a more specialised course training students primarily in one science, with a second science as a minor subject of study.

"About the year 1928 the courses of studies were revised. The generalised course, now called the B.Sc. course, included, in addition to the study of languages, instruction in *three* sciences. The specialised course in science (the former B.Sc.) was substituted by an Honours course extending over three years. In 1933 post-graduate courses (M.Sc. degree) were introduced to train students in methods of original study and investigation. The D.Sc. degree was later instituted to reward original contributions made to science in the University.

"The new B.Sc. course aimed at giving cultural training in science to the larger number of students who joined the College. The title of the degree was unfortunate and confusing especially as practical training in experimental sciences was made nominal (three hours per week in each subject). This was perhaps inevitable owing to the total load of instruction according to the new scheme.

"The only real scientific instruction imparted in the University was confined to the Honours courses which were so planned as to give the highest possible training to a limited

number of students. The specialisation and intensive training given in these were equal to the best in India or in England. Several of our Honours men took interest in research, and the college gradually developed reputation throughout India as a centre for original investigations.

"Since the commencement of the II World War, a number of new factors came into play, which had a profound influence on the developement of the college. One of these was the rapid growth of Secondary Education throughout the State. The pressure on the Central College was intensified by earlier specialisation in the S.S.L.C. course, where the large majority of students preferred to take Science as their optional subject of study. This led them on automatically to the I.Sc. course. A small number of I.Sc.'s branched off to professional courses (Medicine and Engineering), but the large majority sought admission to the Central College, which till very recently was the only institution in the State imparting instruction in Science.

"The pressure for admission to the B.Sc. and Honours courses became acute since 1942. The strength of the college which up to that year averaged to about 350, suddenly jumped to nearly double the number, and since then has gone on continually increasing, the present number on the rolls being about 1,169.

"The consequences of this too rapid expansion have been most unfortunate. While the college worked satisfactorily with about 350 students, doubling and trebling the number without corresponding increase in buildings, equipment and staff led to a rapid deterioration in standards, especially in experimental sciences. A further difficulty was the exhaustion of all consumable stock of apparatus and chemicals, and the impossibility of replenishing them during the war. In the Pass courses, classes had to be taken in batches, as in High Schools, and practical work became practically a farce. The same deterioration set in the Honours courses as well, owing to increased numbers and diminishing equipment, and research activities came to a standstill. It should be recognised that every institution has an optimum size for satisfactory work, beyond which efficiency, both academic and administrative, inevitably deteriorate as has happened in this College in recent years.

"The tragedy of the present Pass courses is that large numbers of students drift into it, who have no aptitude for science and who merely desire to obtain a University degree to qualify them for a better pay in administrative or clerical services. The overcrowding is going on in the form of a spiral, starting with early specialisation in the High School at the stage of V Form, and is due to the general feeling that a science degree gives a person better opportunities of employment either under the Government or in the various vocations. Unfortunately, on account of the very low standard in Science subjects prescribed and possible for these large numbers, the pass men are not equipped to enter any professional course in Science, and the B.Sc.'s automatically drift

into the same professions (Teaching, Law, Administrative and Ministerial services) as are open to Arts Graduates.

"The extraordinary rush for admission into the Central College led to the introduction three years ago of the shift system which has had disastrous effects on the academic life of the College. Students are now crowded into batches working three shifts a day from morning 8-30 up to 6 o'clock in the evening. The teachers and students who come for work in the morning are not to be found in the college after their hours of work are over. Those that work in the afternoon find themselves unable to participate in sports and in social activities connected with the college. In addition, as a result of this unsound and unacademic arrangement, proper administration and supervision have become impossible, and all personal contact between the staff and the students has disappeared, and there is now a deplorable lack of discipline.

"A direct consequence of the present state of affairs is the feeling of frustration and sense of futility which has afflicted the teaching staff, without whose willing enthusiastic co-operation no educational institution can hope to achieve any results. The enormous expansion in routine administrative work which has nothing to do with the academic work of the teaching staff, has further contributed to the lowering of morale.

"The teachers have begun to feel that their labours are not yielding any beneficial results and that most of their energies are wasted in running a course which they know is pointless. They know that this large number who come to pass course will never be able to enter any scientific career, and it is this large number which makes the greatest demand on their time and energy. Although the hours of teaching work scheduled by the University appear to be very reasonable for affording sufficient time and opportunity to the individual teacher to attend to his own studies, in practice, the results have been unsatisfactory, as a result of expansion in administrative work connected with the routine working of the various departments."

The above description warrants by its dispassionateness and its informed nature a review of the whole position afresh. Nor is this opinion unsupported by others whose right to judge cannot be challenged. A retired Professor of the College writes: "As to the Central College, the pressure on the B.Sc. course has been so great that as a first step, practical work has been cut down to be almost nominal". A very distinguished retired Professor of the College speaks of "too large classes" and of "a demoralised staff".

Analysing the above we see:—

Curricula as drawn up.—(1) That the pass courses are so organised as to be pointless, and practical work is really nominal.

Control over admissions.—(2) That the courses in the Central College (presumably both Honours and Pass) are overcrowded ;

(3) That they are overcrowded apparently on account of want of any attempt at diversion or check at the end of the High School or Intermediate stage, beyond what is provided by failure at the public examination ; courses are too uniform and the channels too narrow to prevent flooding ;

Curricula as worked.—(4) That in actual working the Pass course practicals ever nominal, has become a farce ;

(5) That the Honours courses also have deteriorated ;

(6) That the teachers are afflicted by a sense of frustration and a sense of futility and are overburdened with administrative work ;

(7) That Research has come to a standstill ;

College administration.—(8) That the shift system is badly done and has brought the college to the verge of disorganisation ; and

(9) That there is a deplorable lack of discipline.

The statements made by the critics are unhappily supported by every person who has a right to speak on the subject. It is, therefore, necessary to re-examine the whole position.

Too many applications for the Science Courses.—An attempt has been made, when dealing with the Secondary Education Course, to enable the boy, the parent and the teacher to decide on the course not merely out of likes and dislikes whose validity cannot be closely examined but from the point of view of the capacity of the boy. Secondly, the provision of the semi-vocational courses will serve to divert the attention of the boys and parents from purely academic subjects, though naturally no attempt has been made to make any impassable boundary. Thirdly, an extended course in Sciences has been provided for all in High School so that one of the results will be that when the end of the stage is reached every party will be able to judge the capacity of the student for the course preferred. If the scheme is worked out in the spirit it is conceived, there is no reason to apprehend that students would be admitted blindly. But it is hard to say if the numbers seeking science courses will be decreased. The

general course as well as the semi-vocational parts of the course will give an ampler measure of training, coupled with slightly more individual attention especially in practical classes, than is now possible. This may serve to awaken dormant talents and train them on desirable lines. But whatever may be the results, the State and the University should welcome the likely students. At the same time it will be equally chaotic if practically everyone who chooses to ask for admission has to be given a seat. Science courses are in a sense more costly than arts courses. Space also being limited, some kind of discrimination should be made. The very best should be admitted. The very worst should be kept out. Those within these bounds should be dealt with in such a manner that social justice will be done without doing undue personal harm.

The next group of questions is : What should be the nature of work at the graduate stage : Should all work in Arts and Science (together or in combination) be a uniform course something like the present pass courses, with enlargements and alterations where necessary ; or should it be as at present divided clearly into Pass and Honours work. Depending on the answer to the above is what should be the scope of the uniform pass course or the two-fold course of Pass and Honours.

The first question has already been considered at an earlier stage of this note. The differentiation rests on the frank recognition of the essential distinction between those students who are interested in intellectual life and those who are not,—at least not so definitely—and the need for giving students at varying levels of ability a training which will develop adequately the powers of each without hindering the keener and more eager students or straining the average class. It is as much in the interests of the State and of the nation to encourage the boys of unusual abilities as to see that the best use is made of the less able ones and they are enabled to fit themselves into the Society.

It is not without cause that U. S. A. has almost at one bound been the leading power. Explaining the special position of the country, Mr. Arnold S. Na. in " The University and the Modern World " says :—

> Europe can no longer play its traditional role as the source and inspiration of American learning and scholarship. Indeed, there is much to be said for the conclusion that North America will become the intellectual focus of the world

for the next epoch in its history. What is certainly true is that just as the contours of intellectual endeavour moved, when the mediæval synthesis collapsed, from the shores of the Mediterranean Sea to the shores of the North Sea, so they will move to the Anglo-Saxon shores of the Atlantic Ocean as the liberal-rationalist *Weltanschauung* goes to its grave. It could hardly be otherwise when, in less than a decade, continental Europe loses and America adds to its own galaxy of talent such figures as (to mention only a few names) Thomas Mann and Sigrid Undset in literature, Albert Einstein and Peter Debye in the Physical Sciences, Adolf Lowe and Carl Landauer in Economics, Otto Piper and Paul Tillich in Theology, Jacques Maritain and Rudolf Carnap in Philosophy, and Fritz Kunkel and Wolfgang Kohler in Psychology. Our ambition is of course to produce such men and our plan of action should not stifle their emergence.

The question may also be considered from a slightly different angle: Should the parting of the ways be at the end of the Intermediate stage or the pass degree? All things considered, the former seems to be decidedly the better point. It is the point at which most of the students have to ask themselves seriously and decide for themselves possibly once and for ever what the nature of their profession or avocation is going to be. If a boy is going to decide between Engineering and Medicine, or between Commerce and Agriculture, he can just as well decide between higher intellectual work and the more ordinary work. It is not perhaps realised as much as it should be done that now-a-days at least when a boy is deciding between a pass course and an Hons. course, he is very often deciding between either a pass course of two years and an Honours course of three years at the end of which he will be taking up employment or between a pass course plus a professional course, in all a course of three to four years, and an Honours Course plus M.Sc. plus D.Sc., *i.e.*, a course of seven to eight years. But there is no doubt at any rate in the minds of the boys and the people who are associated with them that the boys are becoming increasingly conscious of this factor. Of course there are border line cases of negligence, cases of indifference—all complicating the result. But these are factors that can never be eliminated. The main thing is, students and parents are, by this time, both time-conscious and capacity-conscious. Secondly, the more active, eager and intelligent students require sooner or later a different treatment, atmosphere and lead than the rest. It is confessedly impossible, at least in our conditions to-day, to do this at the pass level.

The latter is essentially mass work with an eye to the average capacity. Organisation can at best camouflage conditions or soften hardnesses. We want a special set of conditions where the better and the more ambitious students will have conditions of work particularly congenial to them and where the need for keeping step with the rest will not be so pronounced and will not in any case be allowed to become pronounced. If we revert to the older conditions when all the students except those entering certain professions have once again have to pass through the pass course tube, the system will not only postpone the commencement of the new and more fitting work to a later date but will, by forcing the able students to squeeze through a number of subjects, blunt their interests and may even result in "the atrophy of the qualities of independence and initiative in them by furnishing too little opportunity for their exercise." In fact the general academic system, necessary and useful as it is to the average type, will prove for these what has been admirably described as a kind of " lock-step."

If then it is decided to retain the present Honours and Pass system, the next question is what should be the general nature of the courses.

We have already discussed the B.A. Pass course from the general point of humanistic studies and examined how they could be rounded off to suit the present day requirements of democratic society. The point that requires some consideration is whether as in some other Universities Science courses with an appreciable amount of the practical work should be instituted in Mysore, leading to a B.A. Pass degree in Science as against a professedly science course leading to the B.Sc. degree. Even now in Mysore we have the following courses under Part III recognised for the B.A. degree examination :—

English, Physics, Mathematics.

English, Botany, Zoology.

Mathematics figures also in combination with other subjects like Economics—Politics, and Economics—English. Provision is made in the general academic ordinances for Chemistry and Biology but no combinations with these seem to have been approved (*vide* section 76 of the Ordinances). In all these the range of each science subject is the same as in the B.Sc. The real difference is whether a boy is permitted, say in the above two courses

to take Chemistry instead of English. These courses, whether in B.A.or in B.Sc. are admittedly more elementary than they should be if they are to afford a sure guidance in these subjects, especially as the practical work expected let alone done,—namely three hours per week—is, in the words of the critic quoted already, " nominal." As stated already one of the professions which absorbs a large number of the graduates each year is the teaching profession. It is difficult to believe that these men will be competent to handle Science classes, and conduct the practical and demonstration classes with the confidence born of systematic work and discipline to their credit under the direction of competent scientists. One almost wonders how much of the present state of Science teaching in the High School classes is not the long-range result of this system of training in the B.A. and B.Sc. classes. One of the District Educational Officers reported that at a recent inspection of a leading High School in his district he spent an hour and more explaining to the Science teacher the need for sustained experimental work and teaching him how to conduct practical demonstration classes. This is a statement which cuts both ways. It certainly testifies to the keenness and capacity of the District Educational Officer himself but it lays bare, almost without intending to do so, the rawness of the inherent handicap in the teacher. It will certainly be preposterous to contemplate the barring of these men from the teaching profession. The only possible alternative is to set right the course and rehabilitate them. If we are convinced—and the experience in Madras seems to bear us out here—that men who have undergone a B.A. course in Science have, owing to the training they have had in languages, a place cut out for them in the teaching profession just as much as—some would go further and say even more than—the B.Sc.'s have, it is necessary to consider how best these courses in Sciences could be strengthened so that they could serve the life interests of a large section of the future B.A.'s. The problem is how to effect the desirable synthesis between the Languages and the Sciences, at a level where the standard in the regional language will be higher than that in B.Sc. and that in the Sciences will be adequate. When discussing B.A. degree courses this aspect was touched upon and the needs indicated in respect of languages and it is for the University and its expert bodies to consider how the present objects could be achieved. Be it noted however that any such

alteration will not result in unfitting these for the professions and lines of employment now open to them, nor need they end in making the courses as a whole more heavy or less interesting or even less cultural. The present pattern of B.A. especially in the general humanistic studies seems to be very well conceived and gives the general flexibility so highly necessary in any organisation, and should be conserved. Whether the same pattern could serve for Sciences also and if it will not, with what minimum alterations it can be made suitable is a problem for the expert bodies and the Academic Council to solve. All that can be done here is to draw attention to evident needs.

We may now consider the frame work of the B.Sc. courses. The present course consists of three parts. Part I—English, Part II—a Second language and Part III three Science subjects of equal standard. Parts I and II are identical with the corresponding parts of B.A. and the difference between B.A. and B.Sc. wears thin even in respect of the science courses when it is remembered that the scope of the individual subjects is the same whether in the B.A. or in the B.Sc. and that in the former sometimes two science subjects can be, and are in actual practice, offered under Part III. In determining the objective of the B.Sc. degree course we should clearly remember that it should be a professedly science course intended to produce scientific personnel to fill the higher grades of appointments. We shall have to consider whether the object can be gained as now by having three equally graded subjects or three subjects one of which would be a main subject and the rest of the subsidiary or auxiliary grade. It has been already shown that the former scheme, which is the one now current is inadequate for several of the objects in view. So it would seem to be justifiable for the University to consider the adoption of programmes similar to these followed in certain other Universities, like Madras and Andhra. This seems to be necessary if the University is to send our young men into the world who have a sizable amount of confidence in their own capacity in at least one subject and who have the satisfying consciousness that they have some considerable work to their credit in at least one subject.

Honours Courses.

With these we reach a stage when each University should formulate its own general scheme with special

reference to the teaching staff available the equipment and the general objectives formulated by it. Indeed the University is in the position here of something like that of the man who launches on a vast undertaking depending not on the waters seen above the ground level but on the hidden springs within, not on one or two pieces of one cast up on the earth's surface but on the mine in the bowels of the earth. The potentialities here are the determining factor. We may guide them, we may create agencies to produce them—but they must be there.

The present Honours courses must have been drawn up by fully competent men and as they grow in experience they may be trusted to make the necessary changes. The fact that they are being operated shows that there is a demand for them. If the criticism is that in Sciences they are not worked out properly, purposefully or successfully as critics point out it is an organisation defect that can be dealt with successfully though it may take some time. Improvising is an art and has a place at any level of work but it should not go beyond limits. What these limits are the operators must decide, not outsiders. The lines are thin and experience counts. All well-informed critics seem to be quite united on one thing, *viz.*, that the quality of work turned out is poor. The defects and causes pointed out may be grouped, broadly speaking, into these :—

(*a*) those which refer to or traceable to administrative machinery in the widest sense of the term as it is constituted and as it is in action ;

(*b*) those which relate to the Educational Organization meaning thereby the teaching unit ; and

(*c*) those which spring out of defective accommodation and equipment.

The first has already been referred to. The last two will be discussed in their appropriate places.

The most heartening thing is, as one experienced administrator says "People are eager for education." The ability of the Mysore youth is not in question.

There are a few general principles which should be kept in view :

The classes of Pass and Honours courses especially in main subjects should not be combined in any case. This is necessary whether the students in each are few

or many. The objective and methods of approach in each of these courses, the abilities of the students more specially their mental reach will vary so much from group to group that any such combination will spell failure for Honours work, and throw intolerable burden on the pass students and both students will suffer.

The work for the Honours students should not be confined to curricular work. The staff and students may be allowed to take up researches and lines of investigation suited to their tastes and talents. These may if successful become ultimately independent items of work.

Secondly, the Science students should have ample facilities for practical work both during the usual college hours and where desirable, with the approval of the teacher concerned, out of college hours.

Thirdly, the contact between the teacher and the student should be secured from the first.

Naturally, accommodation, equipment and library facilities for work should be ample enough from the first.

Closely connected with the organisation of the Graduate courses (Pass and Honours) is the question of new subjects for which provision may be made.

On a review of the present courses the following are some that suggest themselves as of immediate interest. The number could be multiplied and should be deversified if there is to be no undue congestion anywhere.

Social and Household Science.

This subject has an established place in University grade of work. The University has already adopted courses of study and scheme of examination in Home Science, and it is understood that some persons are under training at Delhi and Madras and abroad, who on their return could be entrusted with the work of organising the courses. It is a point for the consideration of the University authorities if from the first they would not contemplate a complete system covering Inter, Pass and Honours courses, leaving post-graduate courses to a later stage but keeping them in view even when planning initially. Such an approach to the question will enable the University to organise more satisfactorily than what would be the case if Honours courses were added on to Inter. and Pass courses at a later stage. In view of the fact that Intermediate colleges are springing up in a number of mofussil

centres, and there are a number of women in each of these colleges, the authorities will have to consider opening this course in centres where it is likely to attract initially say about 16 at least. This would ensure the supply of teachers required for handling the subject in the Secondary schools. When dealing with the question of University organisation it was suggested that ordinarily pass courses should be organised by the University, or by private managements. Organised in the Central College as a separate Department it will be in living touch with all the parent and auxiliary sciences and can easily take root and flourish. There are a number of women who are taking Honours and Pass courses in Science. Though these may be borne on the rolls of the Maharani's College, Bangalore, the relationship is purely a paper one and essentially financial. The greatest part of their work judged by quantity and quality is being done at the Central College, where possibly the Principal has little or no contact with them. In respect of this college their present relationship should naturally be those of Guests or rather refugees, a thing that does not go far in any case. There is no reason why the women students taking Honours courses or Pass courses in Domestic Science or in any other subject should not join the Central College itself and participate in its corporate life and traditions in the fullest manner possible.

(2) *Geography.*—This is a subject which has a very large value in national life. It has now reached the pass stage. It is a matter for deep consideration whether its chances of maturing are not greater if organised in proximity to Sciences and Commerce to Humanities.

(3) *Military Science or Military Studies.*—This is a subject that has been making furtive appearance in some of the Universities. It is probably one which should grow more appropriately from the bottom— from Inter. or Pass. The scope will depend very greatly on the experts who should be obtained, and the nature of the work will depend a great deal on the point of view of the Indian Army and the extent to which it is prepared to co-operate. Even otherwise there is no reason why the Economics Department should not organise a course in a subject like the Economic problems of War as part of B.A. work.

(4) *Indology.*—In regard to Indology, there are at Mysore the following facilities, a Department of

Sanskrit, a Sanskrit College and an Oriental Research Institute. With very little change, a Department of Indology dealing with all aspects of Indian Culture and its expansion abroad could be organised. At present the Sanskrit College at Mysore is an exclusive institution admitting only one community to its ranks. This exclusiveness should be abolished. It must be thrown open to all people of all classes and communities. If this is done, economy could be secured by absorbing its staff into the new Department of Indology.

Post-Graduate Courses.

It is not possible or desirable to lay down any particular detailed rules in respect of these. These are essentially a matter for growth and development from within and forcing the pace will more often than not result in the production of something that is inane or profitless. The University of Mysore has been long enough in existence to evolve a satisfactory scheme. But apparently the general landslide in the matter of Science studies at the Pass and the Honours levels has cut off all communications with higher work and the right type of post-graduate work has in consequence shrunk both in scope and vitality. It is as a limb that has been palsied over for want of circulation. Further these courses cannot exist and still less thrive in an atmosphere confined to routine, barren of original work. If higher research work cannot be conducted without a large band of keen and able post-graduate workers, men anxious to do post-graduate courses cannot get the necessary background and still less the requisite inspiration in sterile surroundings where growth is absent even if matter is not dead. A young scientist for example complained that in the Central College, students were being discouraged from working up thesis for M.Sc. and were asked to attend lecture classes and take written examinations. It is not suggested here that theses are more valuable than written examination. This depends on the subject, available facilities, capacity of the student and of the teacher and College conditions. But the impressions left on the minds of young people are none the less important sign posts. Under such conditions the tendency is to pile up lecture course on lecture course based on written books and to reduce the whole thing to a more or less routine learning and mass production process. Initiative, up-to-dateness, originality,

quest for truth, doggedness of purpose—these are at an end. Birth is always a sacred exhilarating moment, whether it be in a humble household or the king's palace, in a human habitation or in a bird's nest, in the material world or world of ideas. And an institution where the Faculty and the students are not consciously acting their part in the creation of new things and the revelation of new ideas and have so to speak run dry have still to reach the foot of University. It is the function of the State to enable them to attain this stage. To reach this of course some conditions should be ordinarily fulfilled and these will be examined in the appropriate places.

One of the branches in which the Central College students could very well specialise is that relating to instruments making. There are rich possibilities, for, this work can be started immediately in collaboration with the Occupational Institute next door. Writing on this a retired Professor of the Central College observes :

> "The University may set up an Instruments Section or Department in which the design and construction of scientific instruments and appliances is closely studied and applied. It may be attached to either the Science or the Engineering College. Students admitted to the course, who may be graduates, may be trained in the design, construction, testing and repair of scientific instruments of the highest standards and precision, and receive a Degree or Diploma at the end. Incidentally, a limited output of apparatus for research or for the colleges could be obtained, but the aim would not be production on a large or commercial scale. Those who have been trained would no doubt set up as suppliers of manufactured articles to the public, including schools, colleges, technical departments and others. Testing and certifying may be a speciality in this section. I may in this connection mention the National Physical Laboratory and the Bureau of Standards."

A start has been made in the Andhra University in this line by the institution of an Instruments Making Section. Here we could have one on a bigger scale, if the resources in the Occupational Institute and the Engineering College are utilised. A workshop may be attached to the Central College and other Science Colleges provided with the necessary lathes, etc.

Professional Courses.

The courses provided under this category are :—

1. Agriculture.
2. Commerce.

3. Education.
4. Engineering.
5. Law.
6. Medicine.
7. Textiles.

Of these, Education, Engineering and Medicine are the older ones and the rest are just completing or have completed training the first batch of students.

Agriculture.—It is very good that the State and the University have had the vision to found this College. Its importance in a country with a predominently Agricultural economy can scarcely be exaggerated.

It is however worth while considering if the Institution should be built upon the same or almost the same lines as in the neighbouring provinces or if any variations are possible in the special circumstances of Mysore and its needs, immediate, or otherwise. At present there is provision for a diploma in Agriculture and a degree at the end of a three-year post-Intermediate course. Those taking the former are usually absorbed in the Agriculture Department and some employed also for teaching Agriculture in the few middle schools where this is an optional subject and in the agricultural schools run by the Agricultural Department for training its fieldmen. When the college is in full swing the graduates are expected to average between 30 and 40 each year. These will be employed in the higher ranks of the Agricultural Department.

They may also be employed as teachers of Agriculture in high schools, when these courses are opened, and they may be expected to advise the villagers in agricultural matters. Some might get employed in other Provinces either as teachers or in Agricultural Department. But the crown of the College faculty should be research work and to make two ears of corn grow where grew one till now. Otherwise it will be comparatively valueless to the State. Naturally there will be an appreciable number who will have to find employment outside the State.

In this connection there are some points which appear to deserve consideration. In a country like ours it has been one of the objects of the agricultural courses from almost the outset to attract men who would go back to

active Agriculture in their own lands or with lands which they may secure for Agricultural operations. This object has been more or less unattained. Again, there are a number of services where a general course together with a good grounding in the general principles of Agriculture including practical work and Agricultural economy, will be very useful. Agricultural marketing services, Co-operative services of a certain character, even Revenue services—all these will find such men highly useful. Probably for such services men with a professedly orthodox type of Agricultural degree might not volunteer. Again, if in future, Agriculture is provided for as extensively as it is hoped it would be, in the High Schools, it might be difficult to get a set of contented teachers capable of handling the subject at the High School level on the salary generally offered to teachers of these schools. The tendency naturally will be for them to compare their salaries with those of similar Graduates in the Agricultural Department and naturally they will find their position definitely inferior. It is a point for consideration if in these circumstances it will not be possible to build up a curriculum in Agriculture on the lines of B.Sc. in Sciences. They will have sufficient scope for practical work and their training in theory will be very fair. Such men will be quite useful in services like those mentioned above and will be very welcome as teachers. Their salary demands will be reasonable also. Furthermore, a course like this will be the means for bridging the gulf between the farm and the College and will interest many who have lands and cultivate them directly or indirectly as well as those who do not have sufficient to save them the necessity to take up some other work. Such a course will in short help in the dissemination of modern Agricultural knowledge and practice among the people generally. As a corollary to this, there may be a three-year post-inter. course taking only a select few who may be expected to take up the leading posts in Agricultural Department and ultimately do post-graduate and research work of an advanced kind. Naturally limited numbers will be admitted each year. For purposes of distinguishing the two sets of students those taking the three-year course may be called Honours students. In such a set up, research work will thrive from the beginning and professional spirit need not suffer. One possible objection might be that this is a professional degree and any lowering of the standards will be fraught with harm and one's attention might possibly be invited

to the move in the Medical Profession for example, to abolish the L.M.P. and have only one basic degree, namely the M.B.B.S. Now, first of all, the contents of a course should be determined by the objectives to be attained by those professional persons who have that degree. Here we have seen that such men can occupy a large number of positions. Secondly it is difficult to be quite sure that the move to abolish the L.M.P. course is all so sound. Even in a rich country like England, there are diplomas of about the same rank as the L.M.P. and these have not been abolished. In any case these B.Sc.'s will not be inferior to diploma holders in Agriculture ; in fact much superior.

Commerce.—It has been suggested already that the Commerce subjects may be included among the alternatives in the general Inter. course. If this is done, B.Com. may become a post-inter. course. The whole of the course may be devoted to professional subjects. At the same time the University should guard itself against making the course heavy and burdensome. The task of organising Honours courses or post-graduate courses in Commerce is rather difficult and should not be attempted in the absence of a first rate staff and good library facilities. If these are really available now—the University and its expert advisers are the best judges in the matter—they may start Honours course. The Honours courses, if properly organised would be better than an immediate M.Com., which should be made a post-Honours distinction.

Education (including Physical Education).—This is a one-year post-graduate course. In some ways this is an organisation peculiar to India. It suits our conditions and probably but for it, we would not be having even the present frame-work of teaching organisation. Here the tendency to make it a purely professional course with no special appeal to people who have served as untrained teachers for some length of time is marked. The fact is a fairly average person who has been teaching, say, for six to seven years should, by the ordinary process of trial and error method, under the guidance of any head master worth the name and under the urge of his own sense of self respect, have picked up enough of the art of teaching to be justified in feeling that he was called upon to spend a good part of nine months of his life in an institution that has nothing much to impart to him

except by way of the theoretical aspects of education including psychology. The Teachers' College should show itself conscious of this feeling and try to put up a programme which would interest not only the comparatively uninitiated person but also the more experienced teachers, though untrained. Here is apparently a palpable maladjustment which should be set right. If need be, it should offer some supplemental or alternative courses which would open out fresh topics of interest to these. The emphasis might be more on Education and less on teaching. The object should not be to produce a type but an individual.

It is time that the University turned its attention to the organisation of a department of Physical Education either as an independent Faculty or as a part of the Faculty of Education. It is understood that the Department is contemplating to organise the courses. Probably it would be better if the field could be left for the University. Provided extensive enough grounds are assigned to it from the first, this Department could be developed in due course. Here as elsewhere the need for trained personnel is evident. At the same time it should be one which could absorb the best in traditional practices. Secondly, the Department should, from the first, provide for Women also. Thirdly, this is probably one of the lines of activity through which the University could build up a living connection with the various grades of people, something corresponding to extension work on the intellectual side.

Engineering.—The State and the University are no doubt keenly aware of the need to keep up the standards in such an important professional subject as this. But one cannot help becoming aware of a similar process of development as has been referred to in our discussion on the progress of Science studies. There are two Colleges in Bangalore and an Institute at Mysore. Of the two Colleges one is a constituent college of the University and a Government institution. The remaining two are managed by private bodies. They represent even to a very casual observer vastly differing standards of equipment and training and possibly also of theoretical teaching. One of these Institutions at least has little or no equipment worth being called by that name. Still it is admittedly teaching up to the standard of an examination which the management described as

equivalent to the B.E. of an Indian University. The best that can be suggested is that the University and the State should obtain the best disinterested professional advice on the steps to be taken to bring the institution up to required standard and that no new institution should be brought into existence without similar advice. The present position here too is in a sense the result of growth, probably undirected, uninformed growth, but it is still growth and is apparently due to Sociological reasons inherent in the body politic. Whatever it might be, it is nevertheless the duty of all concerned that neither the vast student community nor the nation at large suffer vitally in the process.

Law, Medicine and Textiles.—These appear to be well organised ; extension of fields of activity may be possible especially in Medicine but consolidation in the early stages is equally important though not quite so appealing.

LOCATION OF MEDICAL, LAW AND COMMERCE COLLEGES.

Under the present scheme of University development, Arts and Humanities are to be in Mysore, leaving Sciences and Applied Science to be located in Bangalore. Actual developments have not been in conformity with this plan. Thus the Medical College is in Mysore, while Law and Commerce are located in Bangalore. It is too late to think of shifting the Medical College to Bangalore. Nor is it absolutely necessary to do so. The new Medical College has all the clinical facilities at Mysore and there is no reason why it should not grow strong as Medical Faculties have done at centres like Edinburgh, Sheffield Durban, Bristol, not to mention Oxford and Cambridge. It is also necessary that the Government should devote all the financial resources it can set apart for higher medical education to developing the Mysore college to the position of a first rate teaching and research institute. The L.M.P. course could continue as it is at Bangalore where it has ample facilities. It may be necessary to revise these courses and stiffen them up a little but there is no need for any radical change in the present policy of having the Medical College and medical research at Mysore and the L.M.P. course at Bangalore. The authorities will have however to seriously consider whether the newly instituted Law and Commerce Colleges should not be shifted to Mysore, there to work

in close co-operation with the related faculties of Economics, Politics, Sociology and Philosophy. The close co-operation that would result from such a step is necessary if these are to develop not merely as courses of narrow professional interest but as courses meant to break new ground and open up new avenues of thought.

Organisation of Short Special Courses of Introduction, Alternative or Supplementary in interest.

It will be for the consideration of the University in organising its courses whether it will not attempt to draw up in addition to the usual standard courses those which may be in the nature of alternative or supplementary courses and offer these to the students to be taken up with the approval of the Head of the Department. For example, it has been suggested that in the Intermediate the University might have a course in Education and Child and Educational Psychology. The University will have seriously to consider if students who have passed in these should, in case they take up ultimately B.T. course, be asked to undergo again the courses prescribed under these subjects in whole or in part in B.T. Probably the decision will be in favour of dropping them, in which case there should be something else which the student can take in its stead. It is also likely that at the Intermediate it might organize a course or two which would supplement the training at the High School stage, so that boys might take courses from which they might be debarred on the ground of insufficient training. It is not possible to lay down rules and suggestions in advance. But it may be an accepted principle that the University should be as useful as it can for the students that seek entry into it.

Tutorial Work.

One of the objects of the organisers of the University, an object to which His Highness the Maharaja gave pointed expression at the time of the inauguration of the University, was the tutorial system. The booklet on the draft scheme of the University of Mysore, drawn up under orders of the Government explains the general intentions in the following words:—

> "The introduction of the tutorial system will be another special feature of the University. The university lectures

will be delivered to large classes, in some cases of over one hundred students. What is understood by class teaching is difficult, even if desirable, in such circumstances. The University lectures will be of a high standard and will be presented in a continuous and striking form. Such lectures need supplementing in many cases by the teaching of tutors to comparatively small classes ; and the appointment of young, able graduates as tutors for this purpose is contemplated by this scheme. In the case of Science, ample provision will be made for a large amount of practical work in the laboratories under the supervision of demonstrators or professors. Corresponding work in the case of the Arts students will be done in the Library under the supervision of tutors and professors, whose object will be to guide the young student into the methods of research and independent work."

In the early days there appears to have been a sincere and consistent attempt to realise the aim. There were large numbers of tutors and the other members of the staff took great interest and much work seems to have been done which brought the teacher and the taught together in a genuine atmosphere "social intercourse and good society" for which Mr. A. R. Banerjee had pleaded. Latterly however this seems to have gone out of vogue. Recently one of the Vice-Chancellors attempted to set right the defect and all the preliminary steps were taken but he seems to have been unable to put the scheme through (for details of the scheme, *vide* appendix to this section). It would appear that a determined effort should be made once more to revive the old formula. Tutorial system is one of those where form is perhaps easy to get while the substance is elusive. Whether more can be done in the conditions generally obtaining in an Indian University centre like Mysore or Bangalore, where the teachers and the students are scattered throughout a big town and social contacts are something yet to be attained and the students are fast increasing, and accommodation is limited, is to be seen. It is a centuries-old tradition born, bred up and just suited to small University towns.

There has been a definite tendency of late for a big gap to be created between the teacher and the taught—a tendency which has had a markedly bad effect all round. The teacher feels that his work is not cared for and that the respect due to him is not forthcoming. This has in its turn a baneful effect upon his attitude. The student, for a number of reasons, is ceasing to have the same regard for the master. He has not come to look upon his relationship as primarily commercial and a matter of

business but, his attitude is not a healthy one. It seems to be very necessary that this tendency should be checked and a healthy relationship should be restored. It can be done not by an order or by mere persuasion. The student should, by the very situation in which he is placed, feel almost compelled to look with respect and regard on his teacher and elevate him once again to the place of a Guru. This can be achieved only by bringing them once again together in socio-educational fields and not by mere class room methods. From this point the tutorial system has a great deal to contribute. It will have to start on the very simple plane of being useful to the student. The tutor can develop in the students habits of profitable reading, independent thinking and scholarly methods and gain in due course their ardent respect and regard. If it achieves this, the Tutorial system will have made a distinct contribution to our educational effort and the money spent and trouble taken amply rewarded.

One of the problems that exercised the minds of those who were interviewed was how we could so rationalise entry into Government service that we could avoid the present system under which large number of students get themselves trained at great cost to the State in what are professedly Science courses and then seek entry into Government services, where their scientific training will not be of direct value. This cannot be altogether avoided and it is doubtful if we should take active steps to close the entry of pass graduates (Science or Arts) to the State Services. What is essential is that high trained men like Ph.D.'s and D.Sc.'s should be taken into Government services and where their specialist knowledge is desirable and necessary. Even M.A.'s and M.Sc.'s are required for the highest ranks of the State's services. It is not difficult to see that even for high grade clerical services graduates are necessary if the tone of the work is to be maintained at a high level. In fact in most countries like England even though no particular examinations are prescribed as essential for entry to any grade of service, the competitive examination is so planned that only those with a high degree of training will be able to compete with any chance of success. In these circumstances what might with advantage be done is to give preference to persons with certain type of training for entry to certain departments where such a training will be more useful. For example, those with agricultural

training will certainly be useful for work in the Agricultural and Revenue Departments. Again, those with a Degree in Economics with Co-operation and Rural Economics as their special subjects will be useful in the Co-operative Department. But these, however, should not have any kind of monopoly; all that they might have is a preferential consideration. Diversification of studies should be correlated with diversification of service qualifications so as to bring about better harmony between life and learning.

SECTION VI.

The University: Its Organisation.

The University of Mysore was founded in 1916. The objects of the foundation and special features of the Act could be understood from the speeches at the time. Below are some interesting extracts:—

Opening Speech of His Highness the Chancellor at the First Meeting of the Senate.

"It gives me sincere pleasure to be present on this historic occasion of the opening of the First Senate Meeting of the Mysore University. I think we all realise the solemnity and importance of to-day's ceremony. It marks an epoch in the development of education in the Mysore State; for what could be more significant in our history than the creation, at the express desire of the people, of a national university.

"It is the first University in this country to be founded outside the limits of British India, and is an institution which meets the special needs of Mysore, and which will in time have far-reaching effects on the intellectual progress and the material development of the State.

"It is, I think, obvious that our University, with only two federated colleges, will come into special touch with the professors and students in a way which is not possible in the case of the older universities with their system of affiliated colleges spread over vast areas. The advantage is enhanced in the case of the Mysore University by the appointment of a full-time Vice-Chancellor who can devote all his energy to administrative work and establish intimate relations with the professors and lecturers. This feature of our University is, so far unique in India, and at this initial stage, most satisfactory.

"Another advantage is that we have a special guarantee of harmony and efficiency in the fact that the principals of the colleges and representative Professors have a place on the Council, and therefore a direct voice in prescribing courses of study, in directing examinations and, in fact, in every detail of the administration. This intimate connection between the teaching staff and the University is still further strengthened

by the fact that all the professors, without exception, are constituted members of the University and have a seat on the Senate.

"Another very important feature in a small University is the stricter control which it can exercise over the social life of the students. The Unions which are to be built at Mysore and Bangalore will encourage the best form of club-life among both professors and students. The hostels, which we intend to extend and amplify, will develop the residential feature in University life. Supervision will be exercised also over non-residential students who are not living with their parents or relations.

"I need hardly point out how great a stimulus will be given to the important branch of athletics by the development of residential life, the creation of Gymnastic and Cricket Pavilions and the direct influence of the professors who will in time be provided with residences in the University areas.

"I am naturally interested in the special encouragement of Kannada literature which is provided for in the University scheme. We all know that study of the vernaculars is very apt to be neglected nowadays in both schools and colleges, and I am glad to see that our University scheme provides for a fuller and more continuous course of teaching not only in Kannada, but also in the other vernaculars of Southern India which are spoken in Mysore.

"Our University will also be engaged in diffusing knowledge among the section of my people, who for various reasons may not be able to participate in the courses and discipline appointed for the regular examinations. It is with this object that the scheme provides for the establishment of extension and publication departments. I trust that the University will soon be able to develop fully this side of its activities with due regard to the practical needs of the country."

(2) Speech of the Dewan, Sir M. Visvesvaraya, at the Legislative Council, 1916.

"The population of Mysore being close upon six millions the attempt to provide ourselves with a University cannot be regarded as ambitious. In the United Kingdom, there is one University for every 2½ millions of the population. In Canada and in Australia, there is one University for less than a million people. Our opportunities of benefiting from a University are not inferior to those of many of the existing Universities of Canada or Australia. We have nearly one thousand graduates engaged in various occupations in the State nearly all of whom sympathise with the idea of University and many of whom will actively work for it. It may be argued that although the population is large, the percentage of literate population in Mysore is comparatively very small. To my mind this is not a disqualification but an additional reason why we should have a University. Education promotes education and without higher education, no appreciable expansion of secondary or elementary education can be looked for.

"A University is required in the country because with the growth of communications and the opening up of the country, we are passing from a rural life of few needs to an urban life of increasing wants, burdens and responsibilities. A University may be said to have a general object and certain specific aims depending on the state of the country's civilisation and of material prosperity. The general object in the broadest sense is to encourage learning, to promote higher education, to create a centre of culture, to light a torch that would dispel the gloom of ignorance from the remotest corners of the country. The specific aims in Mysore should be what I stated, in support of the University idea at a public gathering of educationists, in this city, over four years ago, namely to develop the intellectual ability and executive power of our citizens and to afford the training necessary to prepare future manufacturers, merchants, businessmen, economists, lawyers, sanitarians, engineers, statesmen, etc., for the country."

Thus the University was to be a national institution drawing its inspirations from the life springs of not one community or of not one cultural unit or another, but of all serving not only those at home or near home, but whosoever seeks entry, raising the level of the entire people of the State, of the poor and the rich, of the backward as well as the forward, and with appeal to the rural no less than to the urban classes.

Institutions come into existence naturally and are modelled on the existing institutions. At the time the Mysore University Act was first framed, the only Universities functioning then were the Provincial Universities of Calcutta, Bombay, Madras, Allahabad and the Punjab and the two recently created Universities of Benares and Aligarh. The idea of Dacca, Patna and Nagpur Universities was still in the stage of exploration. The Calcutta University Commission had not yet been thought of. In these circumstances the Organisers had only a limited amount of experience of a set type to draw upon and the University frame work reflected its main features.

1. The University founded by an Act of the legislature as in the Provinces of India was to be a State University. That the authors of the scheme had no idea of endowing the University with any freedom in any department of its life is clear from the following powers of the Government vested in it under Section 19 (2) of the Act:—

"(2) If at any time the Government is of opinion that in any matter the affairs of the University are not managed in the furtherance of the objects and purposes of the University or in accordance with this Act and the Statutes and the

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ordinances framed thereunder, or that special measures are desirable to maintain the standard of University teaching or examinations, it may indicate to the Council any matter in regard to which it desires an explanation and call upon that body to offer such explanation as they desire to offer within such time as may be prescribed. If the Council fail to offer any explanation within the time prescribed or offer an explanation which, in the opinion of the Government, is unsatisfactory, the Government may issue such instructions as appear to it to be necessary and desirable in the circumstances of the case and may exercise such powers as may be necessary for giving effect to those instructions."

2. Its frame-work of educational organisation was afforded by the two existing pass grade Colleges namely, the Maharaja's College, Mysore, and the Central College, Bangalore, which even then had a high standing in the Indian academic world, the one in Arts and the other in Sciences. Honours had not been organised even in Madras till after 1911. Post-Graduate work there, roughly corresponding to Honours was mainly personal effort. Here also students were being trained for the M.A. degree examination.

3. The Colleges were till then Government institutions staffed by Government officers and maintained by the funds provided by Government. They continued to have essentially the same status even after the University was founded. Indeed anything else would have been foreign to Indian University experience. They were apparently to be ranked as "federal" institutions, whatever that term may mean.

4. The University was to have the then known University bodies and officers, the Senate, an Executive Council (a variant of the Syndicate), Faculties, Boards of Studies, a Vice-Chancellor, etc.

The original scheme then worked out has continued to operate all these years with probably one important though not quite comprehensive change. The University functioned at first only with the Senate and the University Council and these with the help of advisory bodies determined the academic arrangements and the academic work of the University. The Calcutta University Commission was the first to familiarise the Indian University administration with the concept of academic freedom and emphasised the supreme importance of entrusting the custodianship thereof to a well-equipped body composed primarily of academic men of the very highest standing in the University Corporation, under the name

of Academic Council. It should be noted that the Benares Hindu University had already created a body known as the Senate—this should not be confused with the Court of the Hindu University which really corresponds to the usual Senates of other Universities like, Mysore, Madras, Calcutta—which had the "entire charges of the organisation of instruction in the University and the Colleges, the courses of study, and the examination and discipline of students and the conferment of ordinary and honorary degrees." But the idea did not gain currency till after the Calcutta University Commission popularised under the name of the Academic Council. The Academic Council was created in the University in 1932 or so but its place was definitely subordinate even in Academic matters to that of the University Council. The Academic Council could only make *proposals* for the organisation of courses of instruction. These proposals were to be made to the University Council which might assent to, or withhold assent from, such proposals or remit the same for further consideration. The Academic Ordinances approved by the Executive Council should then be referred to the Senate which might assent to them or by a two-thirds majority cancel them or by a three-fifths majority remit them for further consideration. Lastly, all those Academic Ordinances not cancelled or remitted by the Senate for further consideration should be submitted to the Government, " who may sanction, or reject the same or remit for further consideration." There are thus, it will be seen, three masters over the Academic Council in a purely academic matter, though it was designed to be responsible "for teaching work in the University and in general for all purely academic matters."

The time seems to have arrived when the whole position may be reviewed and changes effected in the light of experience gained here and in similar fields elsewhere and of felt needs.

The question is sometimes raised if the time has not come for the creation of another University or of independent institutes of learning in Mysore of that grade. As we have seen before and as we shall later, the present inadequacies are not a result of that amount of overburdening of the University which can be solved only by a removal of a share of its work or of an attempt on the part of the University to take over a type of work which

it cannot do either by itself or in combination with its other work. The weakness of the present situation is of a different nature altogether. It is sometimes specially pointed out for instance, that the work of affiliation is alien to or at least incompatible with the conduct and control of the higher grade of work under its direct agency. Critics of this type would seem to forget that in a country like ours, the so-called unitary residential Universities will not meet the needs and that by actual experience we can see that affiliation has served the widely scattered interests and population of the country in a remarkably adequate manner and that finally a State of the extent of Mysore with the resources it has of men and money cannot literally afford to embark on a policy of full perfection, if ever there was one, leaving substance far far behind. A University is not merely a degree-giving high school. It costs a great deal to organise at the highest level and to feed its growth year by year, without which it will stagnate into lifeless routine.

The constitution of a University, the duties and powers of the several authorities of the Universities and its officers, its relationship to the State of which it is the creation, are so closely interrelated to one another and all to the main objectives of the central institution, namely, the University, that it is difficult to deal with the respective points in exclusion to the rest. The over-all objectives of the University of Mysore as of any other University in India or elsewhere, are of course, higher teaching, research, care of its members and dissemination of knowledge. The interests of its teaching staff are naturally closely bound up with the achievements of its purposes. An American writer enunciates the following four principles as among the more important ones relating to any organisation :—

"1. The sole purpose of the organisation is to attain the objectives of the organisation. The administrative organisation of a University is not an end but a means. It is a means for performing services for the teachers and the research men so that they can fulfil their obligations to teaching and research.

"2. The responsibility for a function should be matched by the authority necessary to accomplish the objectives of the function.

"3. Responsibility and authority for action should be decentralised to the greatest extent possible consistent with the maintenance of appropriate control over policies and methods.

"4. The responsibility and authority of every member of the organisation should be respected at all times by every other member of the organisation."

The above are relatively simple and it will be difficult to disagree from them. We may now discuss the organisation of the University in the light of the objectives, experience and the general principles enunciated above.

The Government and the University.—It is a simple truth that the University is the creation of the State to fulfil the objectives noted above. It is however definitely not the creature of the State or even a Department of the Government. If the objects were only the creation of a Department, it could have been done by merely an executive order of the Government for the time being. It is moral, intellectual and dynamic and should be regarded in essence as a corporation brought into existence for realising certain objects of the State which it could not realise by the usual means at the disposal of its machinery. If this is so and if the new body should be something distinctly superior to a Department, what should be its relationship to the Government of the State ? Naturally, it cannot claim autonomy to the extent of setting at naught the Government of that State. But it can and should claim fullest freedom within this limit, so that it might do its work in admittedly the highest grade in a field, in which Government feel they themselves could not directly carry out the ends of the State in the manner in which it can do in the lower reaches, with a machinery it can intelligently direct or control.

This freedom to think, to plan and to carry out, usually designated 'University autonomy' covers three fields: Academic Freedom, Financial Freedom and Administrative Freedom. Now the position in the University of Mysore is very peculiar as is bound to be the case very naturally in any other institution with a similar origin and history. Statutorily it has no academic freedom. Its only academic authority, the Academic Council, cannot even enact Regulations pertaining to the Courses of Study and Examinations. As we have seen, these have to be adopted first by the University Council. Nor does the matter stop with this. They have finally to be submitted through the Senate to the Government. Naturally, it can intervene if it wants to. The fact that it has not so far intervened to reject or modify any regulation and thus forced its will on the University does not take away from the fact that the University even in such matters is like a departmental subordinate. Of financial freedom the University has none. The fetters

imposed by the sponsors on the authority of civil administrators of the pre-Calcutta University Commission days remain still revetted on the University. As regards administrative freedom, the University is treated in spite of its statutory status, as an administrative unit of the Government Department. In the absence of this freedom responsibility is weakened, as the Calcutta University Commission observes, "in the governing bodies of the University because its members know that every important decision at which they arrive is liable to be amended or reversed by a superior authority." But this weakening is not only in the University. "Responsibility is also weakened in the controlling Government, whose agents must know that they have too little direct contact with the problems on which they have to decide and that they are themselves out of touch" with this grade of educational work for which they can find no answering activity in their own department. It may however be objected that the Government is responsible for meeting almost all the financial liabilities of the University and that therefore Government control is but just. As the Commission after dealing with this question exhaustively point out—"a system of full Government control of a teaching University, even if the University is wholly financed by Government, has very little to recommend it. No University is likely to work well unless the sense of responsibility is brought home in the first place to its teachers," the essence of a real University being freedom of teaching, "and in the second place to those who are immediately entrusted with its financial administration." Indeed as Lord Brysce says: "Freedom is the life-blood of University teaching. Neither the political opinions of a Professor, nor the character of the economic doctrines which he holds and propagates, ought to be a ground for appointing or dismissing him, nor ought he to be any less free to speak and vote as he pleases, than any other citizen. And though it is right and fitting that the State should be represented in the governing authority of a University which it supports, experience seems to have proved that both the educational policy and the daily administration and discipline of a University ought as far as possible to be either left in academic hands or entrusted to any authority on which the academic element predominates."

At the same time Government, as trustee for the highest interests of the nation, should retain certain

powers over the University, not inconsistent with the essentials already indicated.. Amplifying this idea the Commission state that the Government should ensure that the University is so organised as to be able to fulfil the responsibilities entrusted to it. Naturally, such an organisation cannot be evolved according to a common pattern or mere *a priori* grounds. It could further reserve directly or indirectly, to regulate the conditions of admission to professions essential for public welfare. Finally, it should ensure the adequate fulfilling of its functions by the University, not by a detailed concurrent oversight of its work but by its general powers of what are usually associated with the ultimate remedy of visitorial powers.

These general principles and rules can give us guidance in considering the relationship of the University of Mysore with the Government of Mysore to-day at least as surely as they were expected to do at the time they were enunciated. Indeed some of the disadvantages which even then the Commission foresaw would be "ruinous to any system of administration" have found an unmistakable, however unfortunate and unforeseen these may have been by the authors of the scheme—illustration in the life of the University of Mysore. The University's powers over the appointment of its teaching staff have been of a limited kind and, though under certain fortuitous set of circumstances, as during the early twenties of the century, it was found possible to find room in the University for a brilliant galaxy of teachers, yet the very fact that the University seems to have failed, speaking generally, to maintain that level for more than a brief space, should warn us to make a searching examination for the causes of the failure. It is not the purpose of this report to claim that the failure is to be traced to only one factor namely the share of Government in University administration but all that is sought to be postulated is that its influence would appear to have been pronounced. Again, the phenomenal failure in recent years of the University to do anything at all approaching the minimum level of Science work in its laboratories which any institution, however weak it may be, is expected to do, is a warning finger. After all, it will be idle to claim that the war and post-war conditions have brought into existence factors in Mysore which do not have their counterparts in the neighbouring Province, say Madras. While it is not claimed that work in that Province has been

everywhere and at all times of the same usual level as in the past, the deterioration, if any, was due to political conditions of a passing phase, with the result that when those conditions ceased to exist, the level of achievement was back to the old standard. In Mysore, on the other hand, the machinery has not so much been interrupted as literally put off gear or even destroyed, and the University is confronted not so much with the phase of recovery and rehabilitation as general reconstruction and reconditioning. We might ask ourselves also the question why the University which generally had a fair amount of research work to its credit, failed signally to keep up to the past level. Did the University teachers degenerate into a set of service men, losing sight of the ideals of the University? It cannot be that Mysore was passing through a period of decadence, as no such phenomenon is traceable in other walks of life. On the other hand, it has been a period of vitality and expansion in many aspects of Mysore national life. The war period whatever might have been the unhappy results to the nation gave incalculable impetus to research and advancement wherever there was the slightest ability on the part of the staff to react favourably. Even that would seem to have left the Mysore University untouched. Nor can one say that the written rules have been everywhere defective. For example, the Ordinances lay down strictly the rules regarding affiliation of all Colleges, Arts and Science as well as professional, and as the head of one institution put it in a wailing mood, the University "can lay it on thick" on an institution if it is so minded ;–or is it merely a case of this institution taking the written orders at their face value, while the rest discounted them according to prevailing conditions. To supplement these rules, the Manual of Office Procedure of the University Office lays down elaborate rules of inspection of Intermediate Colleges in Arts and Science, the like of which probably are not to be found in any other University in India. As these rules are not generally available for consultation they are quoted *in extenso* below :—

> "Each Department of each Intermediate College is inspected in alternate years by a Professor of the University appointed by the University Council. The Languages and the Natural Science Departments are inspected in one year, and the Arts, Mathematics, Physics and Chemistry Departments, in another year. The appointment of Professors to conduct the inspection is made by the University Council at the July meeting of each year.

"With the programme of inspection for each year shall be communicated the instruction that, unless otherwise directed, lecture classes of only the junior members of staff should be inspected, particularly of lecturers who have not been confirmed. The inspection shall, among others, comprise the regulation of the work of each institution with reference to the prescribed syllabus, the co-ordination of work as between the several institutions, the examination of the class records of students and the inspection of the library and laboratory equipments of the Department.

"The inspection shall be conducted before December and the Report of Inspection sent to the University Office in January.

"On receipt of the Report of Inspection from each Professor, extracts pertaining to each institution shall be communicated for information and remarks, if any, of the Superintendent in consultation with the Department concerned. The consolidated report together with the remarks of the Superintendents, shall be placed before the University Council at the April meeting and the orders of Council, if any, communicated to the Colleges before the commencement of the following session."

In spite of all these general and specific rules and regulations, we find Engineering Institutes which appear more like an Arts College, and Science courses without Science Laboratories. How comes it that the University has lost its grip on such elementary requirements. If it is a case of weakened responsibility would it be improper if it is traced, with the light thrown by the keen analysis of the Calcutta University Commission, to the invasion of the University domain by the Government or to the principle of dual control over higher education by two authorities in the course of the exercise of which the educational authority owing to the inherent nature of its position ceased to function—at least not effectively enough. It should not be forgotten that the whole thing has been in the process of scaling down for a longer period than is represented by the life-time of one Government or two or by the office of one individual or two ; *i.e.,* here is not a case of warring personalities but a case of conflicting ideologies and it is the duty of both the Government of the day and the University to save higher education from the resultant carnage, in their capacity as " the trustees of the highest interests of the Nation." The Government's self-denial here will be its supreme act of statesmanship and the University's courage and worth will be measured by the firmness and confidence with which it meets the challenge.

With unanimity on these the question of the University organisation becomes relatively easy to deal with.

The University should be well-equipped with authorities and officers to deliberate on policies, decide on them and execute them. From the first they should also be such as would secure the confidence of the Government, for, after all, it is a national work that the University is engaged upon. In constituting those bodies and appointing the persons, while full consideration should be shown to experience and precedents elsewhere, general theories of education and educational organisation, we should be prepared to examine every one of these with reference to the State's general and special needs, general and special experience and reject or modify anything to suit things to our needs. It may be that rejections may cover ideas held holy and sacred in other institutions or even here at one time, but still the decision will have to be taken. It may be, the change is for as long as we can envisage now or only for a limited time. A third principle might be usefully remembered. Important as are politics and political life to the well being of a nation, puerile as it would be to attempt to grow University, University education and University life in an environment sterile to politics, yet a curtain should be drawn, silken in delicacy but iron in strength, which would save higher education from becoming the battle ground of politics and from being exploited on its behalf. That education, higher or lower, should not and indeed cannot afford to be maladjusted for any length of time to the body politic is a basic truth, but that it should not become the cockpit of political battles is also essential. Education has to be in Politics and out of it too. It is a national undertaking and not a party interest. The University should be above and beyond and as leader in ideas and ideals should try to rise above uses and influences for life's betterment.

The essentials of University administration and work contemplate the following :—

1. Evolution of policies, educational and financial.
2. Devising machinery to carry out the policies.
3. Executing these policies with an inside knowledge of, and innate regard to, the various facets of opinion that went to make up the final picture and with a due regard to the administrative problems in the light of the general conditions prevailing in the University and with perfect loyalty to the University's interests.

4. Safeguarding the finances of the University and making arrangements for their administration in the interests of the University, but subject to such checks as would guarantee the fair name of the University as a " National Trustee ".

5. Creating a special machinery for the appointment of its teaching staff on whom depends the success or failure of the University.

The first is the province of the Senate.

The second is divisible into two parts: academic and administrative. The former is within the purview of the Academic Council to be discharged with the help of the expert bodies like Boards of Studies and Faculties and the latter within that of the Syndicate.

The third is the function of the Vice-Chancellor assisted by his administrative organisation and educational organisation.

The fourth and the fifth should be done by the Syndicate with the help of appropriate bodies, a finance committee and a board of appointments.

One of the essential principles to be observed, if each authority and officer is to grow strong and contribute to the strength of the University, is a clear demarcation of the functions of each so that there are no over-stepping those bounds and consequent bickerings and deterioration in morale and work.

The head of the University, standing for its ideals and able and willing to maintain its integrity would naturally be His Highness the Maharaja of Mysore as the foremost person in the State commanding the confidence, loyalty and the affection of the people, in short, symbolising the State. In a sense he is really the patron of the University and from him flows the virtue of the University.

Next to him, but at a considerable distance, comes the person who in his capacity as the Pro-Chancellor should be prepared to take on his duties, if and when the Chancellor chooses to so delegate. The choice should be left to the Chancellor for whom in a sense he will be functioning.

The chief directing officer and one who touches the University life and activities at almost every point and who probably, more than any other single individual,

will determine the course of the University as much by what he himself does as by his lead and counsel, is the Vice-Chancellor. Character and capacity are equally important as only these will gain him the confidence of Government, the University authorities, the teaching faculty, the students and lastly through all these, the public. He should be one to whom the professors and other leaders of thought would be able naturally to look up as leader and comrade. The bill is not always easy to fill, but still it has to be filled as best as possible. There is a complete unanimity in every shade of public opinion in Mysore State in respect of this appointment. Every one would like to have as Vice-Chancellor, a person who approaches the above standard as nearly as possible, either an educational administrator or an educationalist. There is no particular feeling that he should be a Mysorean ; the essential thing is the right type of man. The next point on which there is equal unanimity is that the appointment should not be left to election by the Senate or by any other body. Nor should politics play any part in determining the choice. It should be left to the choice of the Chancellor as the custodian of the University's prestige and its standing and dignity acting in his individual judgment. This does not of course mean that he may not consult any one whom he chooses, but it does mean that he should hold himself responsible for the choice as the final deciding person. It is also widely held that it would be unwise after getting a person suitable for the post to treat him merely as a dignitary. It is true that a great deal will depend on the man's capacity to understand, to counsel and to lead ; on his integrity and disinterestedness ; on his personality. But the rules also should be such that he can rise to the heights demanded in one occupying the position. As regards the tenure of the appointment, it is now laid down that the Vice-Chancellor shall hold the appointment during the pleasure of the Chancellor. It is desirable that a fixed term is indicated. A period of five years will give one, time enough to enunciate and execute policies. Of course, a man may be appointed for another term if the Chancellor has sufficient confidence in him. In such a case of renewal the appointment may be for three years at a time. There is of course no place in the University for one who has ceased to have the Chancellor's confidence and no one will hang on to it when this stage is reached.

It is hoped that the relationship between the Vice-Chancellor and the Syndicate will be harmonious. At the same time it is desirable that it should be an understood thing that when the Vice-Chancellor apprehends that matters are taking a serious turn, he should have the right of reference to the Chancellor whose directions shall be final. This should be particularly easy of adoption since the Chancellor is on the spot and will no doubt take a deep and abiding personal interest in the progress and development of the University.

Before we take up the constitution of the University Authorities, it is desirable to consider their several functions and then we shall be in a better position to judge as to what its composition should be.

The Senate.—With the retirement of the Government from the field of active management and almost detailed control of the University, the several University authorities will have to occupy radically different positions in the future set-up of the University, sharing the responsibility and control in the several spheres thus set free or left unprovided in a clearly understood manner in a spirit of co-partnership. The Senate, for example, will have to take up the position of the supreme authority in the University constitution left vacant by the withdrawal of Government for University administration. It is significant that under the present Act, the power of the Senate is disposed of in a few lines. Secondly, it will have to lay down well-considered policies and by its general rule-making powers define the main lines on which the University's work will have to be done. It will not do anything direct but it will determine how and when most of the things shall be done and, where the Act is silent, whether a particular type of work shall be done by the University, and if so, who shall do it. It will have generally to set the tone and standard of the University. Thirdly, till now it would have been possible for the University authorities to have shied at responsibility and it would have been unnecessary for any of them to act as interpreters of the actions of the University to the public so that the University could be sure of the confidence of the public at large and of the position of its work. That was in fact the duty of the Government for it to exercise or not to exercise at its discretion. But, now that the Government will no longer be able or willing to shoulder the direct responsibility for the University and its administration, the Senate as the

largest deliberative body in the University will have on the one hand to keep itself in touch with " the movements of public opinion on educational questions " and on the other to keep all the best opinion in Mysore acquainted with the development of University work through its discussions and reports. Fourthly, its responsibilities for the careful use of its financial resources placed at its disposal by the Government or by the public are definite.

With this enriching of the functions of the Senate, the need for a broad-based constitution becomes self-evident. The Senate should be the meeting ground for the various elements of interests and different types of experiences which constitute the woof and web of the society. Educationists, administrators, agriculturists, businessmen, commercial men, men from the learned professions and even men in humble ranks—all these will have to find a place there—all brought together and converted into one unit of workers in the cause of the advancement of intellectual activities not only in the highest grades but also through the several strata of the society, a unit of workers capable of taking broad views and avoiding the mean and the petty. Naturally, a body like this will have to be numerically relatively larger than what it is to-day

It is suggested that the Senate might consist of the following :—

CLASS I—EX-OFFICIO MEMBERS.

(*a*) The Chancellor,
(*b*) The Pro-Chancellor,
(*c*) The Vice-Chancellor,
(*d*) The Director of Public Instruction in Mysore,
(*e*) The Director of Industries and Commerce in Mysore,
(*f*) The Director of Agriculture in Mysore,
(*g*) The Advocate-General in Mysore,
(*h*) The Chief Engineers in Mysore,
(*i*) The Senior Surgeon with the Government of Mysore,
(*j*) The Principals of University Colleges,
(*k*) The Deans of Faculties,
(*l*) The Principals of Affiliated Colleges,
(*m*) The University Professors,
(*n*) Members of the Syndicate not otherwise members of the Senate.

CLASS II—LIFE MEMBERS.

(*a*) Such number of persons not exceeding three at any time as may be nominated by the Chancellor to be life members on the ground that they have rendered eminent service to Education.

(*b*) All persons who make a donation of not less than Rs. 10,000 to the University.

CLASS III—OTHER MEMBERS.

(*a*) Ten persons elected by the Registered Graduates from among themselves,

(*b*) Four persons elected by the Academic Council from among its members,

(*c*) Four persons elected by the Legislative Council from among its members,

(*d*) Eight persons elected by the members of the Representative Assembly from among its members,

(*e*) Two persons elected from among themselves by the Headmasters of High Schools recognized by the Director of Public Instruction in Mysore,

(*f*) (i) Every District Board, Municipality and Association making a donation of not less than Rs. 25,000 shall be entitled to nominate one member to the Senate for a period of 20 years,

(ii) One Representative of each such Municipalities, District Boards and Associations as undertake to contribute a sum of not less than Rs. 2,000 per annum for a period of not less than 5 years to the University, so long as the contributions continue to be paid,

(*g*) One Judge of the High Court of Judicature, Mysore State, nominated by that Court,

(*h*) One person nominated by the Executive Committee of the Mysore Chamber of Commerce,

(*i*) Two persons nominated by the Executive Committee of the Mysore Women's Conference,

(*j*) The General Manager, Mysore State Railway or a senior officer of the Railway nominated by him, and

(*k*) Twelve persons nominated by the Chancellor.

The above composition will secure a due place for the educationists, without making it an Academic Council writ large, will be representative of the different sections of activities and interests without allowing it to become identified with anything narrow or parochial, will have a strong body of administrators who would refuse to be led away by mere fancies of the moment, will have, above all, men who will have, and do everything to retain, the confidence of the Government and the public.

The Syndicate.

The chief executive authority is called here the University Council and it corresponds to the Syndicates of most other Universities. The term Syndicate which is the one more familiar to Indians may be adopted here also. In fact this is a more appropriate term as emphasising the truly executive character of its work whereas the term University Council has the flavour of a deliberative body.

As the composition of the body will depend to a large extent on the duties to be discharged, functions of the Council should be first investigated. It is true that the powers as defined by the present Act are very limited but the Act provides also for other powers and functions being assigned to it by the Statutes of the Senate as well as powers and functions which it could assume under its own Ordinances. Naturally, as in the case of the Senate, here also the shadow of the Government must have been cast heavily, perhaps even more pronouncedly. For example, its powers of appointment are of a strictly limited kind. Section 14 (i) of the Act reads as follows :—

> "The Executive Government of the University including the general superintendence and control over the institutions of the University, shall be vested in the Council ; provided that Government may, by rules framed in this behalf from time to time, reserve to themselves such powers relating to the appointment, punishment, removal and leave of the officers mentioned in section 26 as they may deem fit."

Section 26 reads as follows :—

> "Notwithstanding anything contained in this Act, all Professors, Assistant Professors and other officers and servants now employed in the Colleges and other institutions maintained by the University and all such as may be employed hereafter for carrying on the work of the University shall, unless a reservation to the contrary is made at the time of their employment, be deemed to be officers holding appointments under the Government and shall in all respects be governed by the rules framed by the Government and in force for the time being in respect of such officers."

The following extracts from the Government Orders bear on this question :—

I.

G. O. No. E. 2943-4—Uni. 78-42-11, dated Bangalore, 28th December 1943.

PROCEDURE.

Lays down the——for filling up the vacancies of Professors and Assistant Professors in the Mysore University.

Government direct that the following procedure be adopted, in future, in filling up the vacancies of Professors and Assistant Professors in the University.

(i) Vacancies in the Professors' Cadre may be advertised with the approval of Government, such advertisement being open to both local and outside candidates. In making selection to these vacancies, the direction contained in the Government Order dated 13th April 1929, read above, will apply.

(ii) Vacancies of Assistant Professors may be filled up by selection either after advertisement or otherwise at the discretion of the University Council and after approval of the same (method of seletion) by Government, such advertisement or selection being confined only to Mysoreans, applications, if any, from qualified Mysoreans (whether working in the University or not) being also considered on merits, and the direction contained in the Government Order dated 13th April 1929, referred to above, being also kept in view while making the selection.

II.

NOTIFICATION.

No. E. 1180—Uni. 77-45-3, Bangalore, dated 1st August 1947.

In exercise of the powers conferred under Section 14 and Section 26 of the Mysore University Act, 1938, (Act III of 1933), and in supersession of the rules issued under Notification No. E. 2661—Uni. 77-45-1, dated 24th November 1945, the Government of His Highness the Maharaja are pleased to issue the following rules to govern all appointments, punishments, retirements, removals, leave, pension, etc., of the Professors, Assistant Professors, officers and other employees of the University of Mysore, *viz.* :—

(i) All appointments and promotions whether permanent, temporary or officiating to non-gazetted posts the pay or maximum of which does not exceed Rs. 150 may be made by the University Council.

(ii) All other cases of appointments and promotions shall be dealt with by Government in consultation with the University Council, as far as possible.

(iii) The Mysore Service Regulations in force for the time being, shall be applicable to all Professors, Assistant Professors, officers and other employees of the University mentioned in Section 26 of the Mysore University Act, 1933.

(iv) The Vice-Chancellor of the Mysore University can sanction leave of any kind for a period not exceeding six months and temporarily fill up such leave vacancies in the case of non-gazetted officers whose appointments would otherwise require the previous sanction of Government. In the case of gazetted officers, the Vice-Chancellor shall exercise the powers under Article 408 (*d*) of the Mysore Service Regulations.

(v) The punishment, retirement and removal of Professors, Assistant Professors, officers and other employees of the University whose salary is in excess of Rs. 150 per mensem (Rupees one hundred and fifty) shall vest in the Government and of those whose salary is Rs. 150 and less per month, in the University Council.

III.

ORDER NO. 7872-74—C. R. B. 6-28-4, BANGALORE, DATED 13TH APRIL 1929.

Agreeing with the opinion of the University Council which is in conformity with the resolution of the Central Recruitment Board referred to in para 2 of the Government Order dated 7th August 1928 read above, Government are pleased to direct that in making selection of candidates for vacancies in the tutorial staff of the University, preference should be given to persons belonging to backward communities if their qualifications are approximately equal to those of other candidates.

It is unnecessary to pursue the matter in greater detail. If on the one hand the Educational Organisation is to be regarded as the vital part of the University, and on the other the University occupies only a nebulous part in determining its composition and if its powers of control and discipline are of the flimsiest, the University will to that extent cease to be a responsible body and dwindle into a subordinate department of the authority that actually determines the educational organisation, namely, the Secretariat. How limited in practice the position of the University can be was explained by a gentleman who "related the case of a thoti." The University, it would appear, proposed to give him Rs. 14 per mensem and the matter went up to Government. Government refused and finally a compromise was arrived at on Rs. 13. The Government may have had admirable reasons for the stand it took but the corporation it treated in this manner is at least not of the kind usually conceived of as University either in India or abroad. The Government may have other motives in retaining this

hold on the staff or it may be merely the debris of history. But there is no room for doubt that one of the broad results is to choke up growth. It would seem therefore that in this matter, if experience at all counts for anything, a radical change is essential.

Let us take up the question of affiliation or the starting of new colleges. In every University this is treated essentially as an academic matter in which the University should have the power to determine action. Lest the University should be tempted to act arbitrarily or wantonly—even University bodies should be protected against such temptations—Statutes are drawn up, and, after being subjected to the criticism of competent authorities, adopted. These are not rules that could be suspended by the rule-making bodies at their discretion. They are, till they are rescinded or amended in the manner prescribed, as much binding on them as on the other party concerned. We have such Statutes here also and very naturally so. But the difference seems to be that here it is possible for the Government to override the University either by virtue of express rules—there do not appear to be any—or in exercise of the residual powers naturally inherent in any superior authority or simply ignore it, and in any case direct the University to act in a particular manner. The effects of these possibilities on the stature of the University are not perhaps difficult to imagine.

If the University is to be left in undisputed position in such important matters as these referred to above by way of illustration, naturally, the constitution of the authority that would be entrusted with the work, the Syndicate, should be one that would have the fullest confidence of all both in respect of academic judgment and administrative capacity.

Taking all these into consideration it is suggested that in the immediate future the constitution of the Syndicate may be as hereunder :—

CLASS I—*Ex-officio.*

(*a*) The Vice-Chancellor,
(*b*) The Director of Public Instruction in Mysore,
(*c*) The Secretary to Government, Finance Department,
(*d*) The Director of Agriculture in Mysore,
(*e*) The Senior Surgeon with the Government of Mysore.
(*f*) The Director of Industries and Commerce in Mysore,
(*g*) The Advocate-General in Mysore.

CLASS II—Other Members.

(*a*) Three persons elected by the Senate from among its members who are not teachers;

(*b*) Five persons nominated by the Chancellor of whom one shall be a member of the Governing Body of an Affiliated College not under the management of Government and the other one of the Chief Engineers to the Government of Mysore:

Provided always that no whole-time paid teacher of a University or an Affiliated College or a Certificate School shall be eligible to be a member of the Syndicate.

Attention should be invited to the following features which are provocative of criticism:—

(i) The elimination of persons who are employees of the University or of Affiliated Colleges.

(ii) The introduction of a large element of *ex-officio* elements.

(iii) The slight increase in the number of nominated members so as to maintain the present strength of the Executive Council at fifteen.

To take the last first, an essentially executive body like this should not naturally be too big and considering the area to be covered, the present number seems to be quite sufficient.

The extent of the financial powers and the administrative duties of the Syndicate will in future be very large; and in view of the fact that the range of work and the responsibilities for the same are something new and that the Government should take steps which would insure the University against a possible failure, it would seem that this element has a large share to contribute to the development and consolidation of the University in the new era opening before it. The *ex-officio* men are those who have deserved the confidence of the State by their special talents and administrative experience and probably will be men who have secured the confidence of the public also as persons who have devoted their life to the promotion of public welfare in their respective spheres of work. The old idea that officials as a class are persons ranged against the people, whatever basis it may have had in the past, should be considered as an outworn sentiment. These are really paid experts at the service of the Nation and there is nothing wrong in the utilization of their experience and judgment in important fields of national work. Naturally, the detailed working of the Arts, Science

and Professional Colleges will come up for consideration at every turn and it would be difficult to imagine men who are in a better position to deal with these problems than the Heads of Departments concerned, who will themselves be men belonging to the profession and who may also have had probably first hand experience of teaching in these institutions. While, as members of the Syndicate, they will be able to consider things at the University level and take joint decisions, they will form each in his individual official capacity, a bridge between the University and the Government. The Education Committee occupies a very important place in the State as an active agent in evolving the educational policy of the State and it is but right that its Chairman should be on the Syndicate. The strictly non-educational elements, *i.e.*, those who are not a part and parcel of the educationists, will continue to be represented by three members drawn from the Senate as heretofore. The Comptroller of Accounts is not included as his Department is concerned with the Audit of Accounts of the University. Fourthly, a specific provision has been made for a representative of the governing body of the managements of affiliated non-Government Colleges being on the Syndicate and thus these will have a share in the development and well-being of a corporation of which their institutions form a vital part. This institutional representation will have a very wholesome effect on the Colleges. Some of the Colleges to-day cannot be held as equalling the corresponding grade of Government institutions. Such men can also speak with authority in respect of the class of Colleges to which they belong on questions of finance, etc., more than their Principals can ordinarily do.

There is still one more feature that we must examine closely and either accept or reject and that is the elimination of the representatives of the teaching Faculties. We have here both local experience and more general practice to help us in a consideration of the problem. In point of fact, most Colleges and Universities in England are under the management of their Fellows and alumni, a state of things that cannot be possibly reproduced here. What are the elements contributing to this success, it is the high traditions set up and followed, or the standing of the persons concerned or both, it is unnecessary to discuss since we could at best only speculate. Secondly, the Central Advisory Board also has held the view that this element should get its due representation on the

Executive bodies of their respective authorities. Lastly, in a number of Indian Universities like Lucknow, Allahabad and Annamalai they have, as in Mysore, a place.

As against these, we have at least two Universities where a different practice is followed. In Madras while it is possible for teachers of affiliated institutions to come up to the Syndicate either by election from the Syndicate or the Academic Council or by nomination, a teacher in service of the University, however high may be his rank, cannot find a place in the Syndicate. At one time indeed there was no such distinction made and a University Professor was sometimes on the Syndicate. In those days the University teaching staff was only a handful. And generally it was the custom for the University staff to be eligible to the Syndicate. But in the light of experience this proved to be undesirable and in the new Act members of the University teaching staff were deliberately excluded. A similar practice is followed in Andhra. From actual experience one can testify to the fact that this exclusion has not worked to the disadvantage of the interests of the University, or of teaching organisation or of the University College or University Education in Andhra and probably the same holds good in the case of Madras. Elections with all their nominations, canvassings and votings especially by post, lead to a complete upsetting of the harmony such as should mark the life of a teaching community all working under the banner of the University. This has its own repurcussions in the even tenor of the community which last much longer after the voting is finished.

But in matters like this, local experience is at least as valuable a guide as practice elsewhere or even outside experience. The experience here seems to be in favour of the elimination of this element. It is a very delicate question, but all that can be said is that the informed opinion in Mysore State, Educationists not excluded, is overwhelmingly in favour of this step being taken. The consensus of opinion is that the University atmosphere will definitely be the more harmonious for its exclusion. Discipline also will be rendered easier. I need not go into other aspects of a distressing nature mentioned by many of the persons whom I interviewed, but it is clear that the teaching element appears to have lost its moral prestige to some extent.

The question may be considered from the standpoint of the general principles enunciated already. Now

the place of a teacher or for the matter of that of any person on any body depends primarily on his being indispensable for achieving the objects of that body and generally on the solid contribution he could make otherwise to the successful working of that body. The question of his representing any personal or corporate interests does not arise. This may have a share in determining the composition of a deliberative body like the Senate but not of a small executive body where unity of purposeful action is the main thing. There is on the Executive Council even to-day the Vice-Chancellor whose business it is to keep himself in touch with the teaching organisation of the University, discuss every problem with the members of the body as fully as possible both in person and in writing where necessary, and also with other persons who might help the University with their views, such as members of the several Boards drawn from sister institutions and arrive at a synthesis and present it as a whole to the Syndicate for its consideration for its administrative and educational point of view and its acceptance with or without modifications. In such a scheme the place of a teacher in his individual capacity is clearly absent. In his corporate capacity he is already represented by the Vice-Chancellor. If things are not to be done by influence,' 'canvassing,' etc., the decision seems to be clear. I am glad to be able to add that the teaching element also appreciates the position. It is not necessary to be more categorical as I wish to avoid unpleasantness.

Lastly, in the new organisation of the University, the Academic Council will be definitely supreme, subject, mainly to some revisionary powers of the Senate, in matters academic. The Syndicate will be mainly concerned with giving effect to the schemes of the Academic Council and the Senate. It will not have any powers such as it has now, of adopting what are known as the Academic Ordinances corresponding to regulations concerning academic matters in most other Universities. And in the Academic Council the voice of the teachers will be supreme.

If a mere precedent is wanted it will be possible to get precedents for almost anything we may make up our minds to do. But in this connection it is noticeable in American Universities, where Academic freedom is sedulously cultivated the Academic element does not invariably find a place in the highest executive body.

For example, the Corporation of no less a University than Harvard consists of only seven members, of whom the President of the University is one. The rest are not Academic men in the usual sense of the term. Its history goes back to 300 years (1650 to be exact) and its position is described as follows in an authoritative publication :—

> "Under the Charter of 1650, guaranteed by the State Constitution of 1780, Harvard College has expanded into Harvard University. In the course of this development, considerable authority has by necessity been delegated by the Corporation to the Several Faculties, Councils, Deans, and Administrative Boards of the different Schools and Departments. But the President and Fellows of Harvard College are still the principal governing Board of the University, subject only to the consent of the Board of Overseers. All the property of every department of the University stands in their name ; every Faculty is subject to their authority ; all changes in policy or in the University Statutes require their consent ; all degrees are voted and all appointments are made by them."

It should be noted that there is a difference between the practice in Madras and Andhra and the one here suggested. There, only the University teachers are excluded ; the teachers of affiliated College are not. Here the exclusion covers both. This seems to be fair. If we could do without the academic experience of the topmost men in University service, we could do without the others also.

The Syndicate will appoint as many committees as it finds necessary such as Buildings Committee, Affiliation Committee, Malpractice Committee, Publication Committee and these together with the Statutory Finance Committee will examine every question in all its details and submit their recommendations. Such recommendations will naturally command the acquiescence of the Syndicate as a whole and except in very rare instances the Syndicate's decision will be more or less unanimous, as indeed the acts of any healthy well-directed executive body which cannot afford to be divided in itself, should be. Where work is carried in such spirit, canvassing will not flourish to the extent to whch it seems to be rampant now. The atmosphere thus created will prevent scenes and activities such as are reported to mark the deliberations of the Executive Council and will give rise to every wholesome traditions.

In the Andhra University a new convention is being followed. Occasions do arise when the Vice-Chancellor feels that it would be better for the Syndicate if it could

have certain schemes explained directly to it by the Experts of the University Colleges. On such occasions he exercises his individual judgment to invite them to come and explain the proposal in question. The person thus invited is generally called the assessor.

The Academic Council.

As already suggested, the Academic Council will have definitely marked out powers and these will relate to academic matters. The Academic Council will be supreme when no financial commitments are involved. In these latter cases it can advise the Senate or the Syndicate but the Senate will have first to accept the advice and make the necessary provision and it will be for the Syndicate and the Vice-Chancellor to implement the provisions. Here, therefore, is a field where the academician will have everything to say and will have freedom to decide.

Here again the nature and scope will not be unduly unlimited. As we go higher up the ladder of educational activities, the work becomes more specialised and the men are relatively fewer. Subjects of this kind, however, cannot be discussed in detail in a large body where most members would be more or less uninterested in them, not to speak of their capacity to follow them in great detail. Naturally, such work will have to be done by small bodies, generally known as Boards of Studies on which, whenever possible, distinguished men from other Universities should find a place. Such Boards again can meet only once a year or when specially convened. It will be one of the main functions of the Academic Council to consider generally, with the help of such specialists it may have on its body, whether the schemes put up by the special Boards will fit into the University's scheme of things and, in some cases, how to fit them in the scheme. Naturally, the men required for this kind of work will be almost the top men in their profession who will not allow themselves to drift hither and thither on every wave of thought, that is, most of them will be experienced men from among the Teaching staff of the University—Arts, Science and Professional. If we can devise a scheme by which individual Affiliated Colleges and group of teachers during the highest grade of work could find a place in the Academic Council it is nothing bad or wrong. It will be welcome. But the main test is what is the contribution any one can make for the advancement of higher

educational thought and achievement and not whether a person represents any particular College or body of persons.

Naturally, it will consist of the leading men in the departments of teaching in the University Colleges, leading men in the Affiliated Colleges with the experience necessary for dealing with such work as the Academic Council will have to do, men who though not engaged in the work of the University Colleges or Affiliated Colleges are connected with work which has a direct bearing on the University effort and just a few who might serve as a link with the Senate and of course as many as possible from the Syndicate, as this last body will have to implement all the decisions of the Academic Council.

In view of these considerations it is suggested that the new Academic Council may be constituted as hereunder :—

CLASS I—*Ex-officio.*

(*a*) The Vice-Chancellor,
(*b*) The Director of Public Instruction in Mysore,
(*c*) The Principals of University and Affiliated Colleges,
(*d*) The Deans of Faculties,
(*e*) The University Professors,
(*f*) The Associate Professors,
(*g*) The University Readers who are Heads of Departments of Teaching,
(*h*) The University Lecturers who are Heads of Departments of Teaching,
(*i*) The Professors Emeriti,
(*j*) The Librarian of the University Library,
(*k*) The Members of the Syndicate not otherwise Members of the Academic Council.

CLASS II—OTHER MEMBERS.

(*a*) Three members elected by the Senate from among its members,
(*b*) Teachers in Affiliated Professional Colleges of not less than ten years' standing holding posts recognised by the Syndicate as equivalent in rank to a University Professorship or a University Readership,
(*c*) Two teachers from each First Grade College, of not also heads of departments of teaching providing for less than ten years' standing as teachers, who are the Graduate Courses in that College, selected in such manner as may be prescribed,

(*d*) Two persons elected from among themselves by the Head Masters of the High Schools recognised by the Director of Public Instruction,

(*e*) Such number of members not exceeding ten as may be nominated by the Chancellor to represent, where necessary, departments of knowledge or branches of activities not otherwise adequately represented.

The Finance Committee and the Appointments Board, which though not of the rank of University Authorities, are very important, should consist of men with undoubted ability to do the work entrusted to them. The Finance Committee should be such that the State which is primarily responsible for the financing of the University could be sure that the finances will be taken care of as much as it would like to be done. At the same time its composition should not warrant the assumption in theory or in practice that it is a kind of supervisory body to act as a check on the Syndicate thereby undermining its position. The present Finance Committee suffers from this serious defect. The ultimate responsibility for the financial administration should vest in the Syndicate but it should have the help of a small competent body composed from out of its own members to discharge their duty. At the same time the Syndicate should deal with it as a special body of men whose advice should be set aside only under special circumstances. The Finance Committee being carved out of the Syndicate will be in intimate touch with its main currents of thought and action and since its members will be on the Senate and of the Academic Council they will be in touch with these bodies as well and will have to explain their recommendations. The Finance Committee as constituted above may be confidently expected to do its work with the least friction. Naturally, the place and position of the Vice-Chancellor in all these bodies will give a cohesion and unity that will make for smooth and successful working.

The Appointments Board is another very important body. It will be academically cent per cent fit to advise the University on the selection of the teaching personnel for the work of the University. At the same time, it will take note of the talents of the University and bring a catholic point of view to bear on the problems. No University can thrive wholly on men and women imported on every occasion from outside. The staff must grow from within. Loyalty of the employee is not more important than the affection of its workers and their age-long

ties with the community. The Vice-Chancellor and his University men will see to it that the interests of their young colleagues are given every consideration so that they will always be sure that in the fulness of time the highest honours will be as open to them as to anybody else. There may be over-all considerations which no authority, however academic or aloof it may be, can afford to be wholly ignorant of, but social justice will not be conceived in a manner that it need end in a national injury or even needless personal wrong. The question will arise : Are the functions of the Board only advisory or is its advice binding on the Syndicate ? Naturally, no council unless it wishes to stultify itself and be prepared to face the risk of having its invitation to serve on expert bodies turned down, will set aside ordinarily the recommendations of its Appointments Boards. Indeed the very name given, " Appointment Board" conveys with it a degree of finality which may not go with the name of Selection Committee. At the same time the Syndicate may, in exceptional circumstances, in view of the responsibility vested in it which in the ultimate analysis it cannot divest itself of, have to set aside a recommendation or have it reconsidered. But such cases will be very very rare and here again the Vice-Chancellor will play his part. In extreme cases it will be possible under the revised Act for the Vice-Chancellor to submit the matter to the Chancellor for his decision. But a machine which breaks down now and again is not worth the name ; and a machinist who allows it to reach this stage is probably not worth his place either.

Faculties and Boards of Studies.

The constitution of these will be generally on the lines suited to the particular needs of the University. The Vice-Chancellor has been made an *ex-officio* member and Chairman of all the Faculties so that he may be in touch with all the academic activities. There will be two sets of Boards of Studies in Arts and Science, one dealing with Inter and Pass courses and the other with the Honours and Post-Graduate courses. The latter will consist of persons in the University and ordinarily two distinguished savants from other Universities or learned bodies. This is an improvement over the system of having single Boards, larger in size, dealing with both Pass and Honours as it permits more detailed attention

being devoted to each grade of work by persons intimately connected with them. It would not also be worthwhile for distinguished savants from other Universities to be members of single large Boards which would deal with Intermediate and Pass grade work also in which they may not be interested.

In the final analysis, the University is a corporation of men and women, where trust begets trust and responsibility leads to achievement. Checks and balances are good but we have too many of them.

Responsible men including experienced administrators, educationists and publicists are unanimous in stating that the general tone of University administration has not been on a high level during the last decade or so. While taking note of the dissatisfaction so solemnly and unanimously voiced, it is unnecessary to examine the position more critically than what has been done already and take up the task of allocating the blame and praise. It is not possible to do this with any degree of satisfaction without an exhaustive enquiry, may be, of a quasi-Judicial nature. Nor will it do much good to rake up the past. At the same time, responsible authorities cannot shirk from the duty of bringing into existence a set of authorities and officers, who might reasonably be expected to usher in a new era in University administration or the duty of creating a wholesome atmosphere in which these could thrive and function. It is from these points of view that the proposals contained in this section have been made. It will be wholly improper to read into the proposals and parts of proposals more meaning than is explained here and to proceed to draw conclusions which would not be warranted. To take a definite case, for example, it will be a travesty of arguments to state that the teaching staff has been dropped from the Syndicate because it was unworthy of the trust. The fact that the Academic Council (composed almost wholly of teachers) has been strengthened beyond recognition, should prove that the teachers have not in any sense forfeited the trust placed in them by the community. A similar conclusion would be drawn also from the position assigned to them in the supreme governing body of the University as now reconstituted, namely, the Senate. So, if they are not given the representation to which they may be thought to be entitled by virtue of the place they are holding in the University organisation, the

reasons should be sought elsewhere than in trust and distrust. A synthesis of several units should be judged not by examining parts only but the whole as a unit. For example, the crucial question may be put: Does the teaching faculty become crippled in *any* way so that it cannot discharge its supreme duty and function or rise to the highest flights in the University on account of its new position? The answer is a clear and emphatic No. Nay, professionally the teachers would be relieved of distractions and exposure to unacademic situations. Granting that they should be on the Executive—Is it by nomination? That raises the problem of their independence. Is it by selection? Parties and bad blood in the College staff. Independent? Of the Vice-Chancellor too? Go counter to their master in the Executive or just support? These considerations and the actual experience we have had must settle the question for the present.

Before leaving this topic, I should refer to the powers of visitation. That these are very important powers and that there should be provision in the Act for the exercise of these powers there can be no two opinions. The only question is who should be invested with these enormous powers. In the English Universities these are vested in the King, which would mean naturally, the Privy Council. In British India, they were vested till about a decade ago in the Governor-General of India, as Universities were then a Central subject. When they were transferred to the Provincial Governments, the powers came to be vested in the respective Local Governments. In Mysore, this power has all along been vested in the Chancellor, though Government have been vested with vast powers of a more or less similar import.

Section 7 (2) of the Act reads as follows:—

> "The Chancellor may, at any time, direct an inspection of the University institutions including buildings, laboratories and other appurtenances, generally and for the purpose of seeing that the proceedings of the University are in conformity with this Act, the Statutes and Ordinances."

Under Section 19 (2) of the Act, the Government has the following powers:—

> "(2) If at any time the Government is of opinion that in any matter the affairs of the University are not managed in the furtherance of the objects and purposes of the University or in accordance with this Act and the Statutes and the Ordinances framed hereunder, or that special measures are desirable to maintain the standard of the University

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teaching or examination, it may indicate to the Council any matter in regard to which it desires an explanation and call upon that body to offer such explanation as they desire to offer within such time as may be prescribed. If the Council fail to offer any explanation within the time prescribed or offer an explanation which, in the opinion of the Government, is unsatisfactory, the Government may issue such instructions as may appear to it to be necessary and desirable in the circumstances of the case and may exercise such powers as may be necessary for giving effect to those instructions."

It will be seen that the powers of the Government are of a kind that could be exercised at any time and almost on any matter and are not in essence those of a visitor, which are to be exercised only as a last resort. Again, the same field appears to be causing overlapping of jurisdiction and leading to possible conflict of powers. Such a situation should be avoided. The Chancellor will, according to my recommendations hold not merely a post of dignity but of great powers which he can use for the good of the University. I would like under the new set-up a new synthesis should be formulated which would provide for the visitorial powers being exercised by the Government with the concurrence of the Chancellor. This will preserve the autonomy of the University since the initiative will be taken with the concurrence of its own Chancellor while at the same time the Government will be in a position to intervene if and when things are in a state where such intervention is unavoidable, without at the same time reducing the University as does Section 19 (2) of the Act to a position of extreme subordination.

SECTION VII.

Organisation and Management of University and Government Colleges.

One important aspect of University organisation that requires detailed consideration is the organisation of the educational work and of the teaching staff.

There are four main groups of Colleges doing work of the University grade (excluding courses which lead to Post-Secondary Courses). These are :

Those managed by Government or the University :—

(i) *Constituent Colleges.*—The Maharaja's College, Mysore ; the Central College, Bangalore ; the Maharani's College for Women, Bangalore ; the College of Engineering, Bangalore ; the

Karnataka State Archives
(Departmental Library)
ಕರ್ನಾಟಕ ರಾಜ್ಯ ಪತ್ರಾಗಾರ
(ಇಲಾಖಾ ಗ್ರಂಥಾಲಯ)
Accession No.

Teachers' College, Mysore; the Medical College, Mysore. Pass and Honours courses are organised in the first two.

(ii) *Other Colleges managed by the University.*—The First Grade College, Mysore; the First Grade College, Tumkur; the Maharani's College for Women, Mysore and eight Intermediate Colleges in the different parts of Mysore State including one in Bangalore.

(iii) *Affiliated Colleges* (Managed by the Government through its Departments).—Agricultural College; Law College; Commerce College; Sri Krishnarajendra Silver Jubilee Technological Institute, Bangalore.

Those managed by private bodies and affiliated to the University :—

(iv) *Affiliated Colleges.*—First Grade Colleges : St. Philomena's College, Mysore; Carmel College, Bangalore.

Second Grade Colleges : Four.

Professional College.—B. M. Sreenivasaiah College of Engineering, Bangalore.

There are a number of courses, post-secondary in character, leading up to diplomas. These are also organised in some of the above colleges, notably the Government Engineering College, Bangalore; Agricultural College, Hebbal; and Sri Krishnarajendra Technological Institute. The other notable Institutions where such courses are organised and which are recognised or managed by the University are : the Medical School (L.M.P.) managed by the University, and the National Institute of Engineering, Mysore.

For purposes of the present topic, we might omit all colleges run by private bodies as well as the Medical School which trains up to the diploma standard and the certificate courses in the remaining institutions.

All the institutions included in the first three categories are managed by or for the Government and should be available for being made the best use of in any reconstitution of the University.

In such a reconstitution, the following principles may be borne in mind :—

(*a*) The University should have as its first duty the organisation and direction of the entire Post-Graduate Teaching and Research.

(*b*) The University should have also the organisation and direction of the Honours courses in its own hands, as these represent a grade of work that have a direct bearing on the Post-Graduate and Research work and also in the interests of organisation and conservation of financial resources.

(*c*) The University should have also the organisation and direction of all professional teaching and research in its hands. This grade of work is also intimately connected with the two other types of work, both teaching and research, and has much to gain from a common organisation and control and the consequent development of a corporate spirit.

(*d*) It is only by having (*a*), (*b*) and (*c*) that the University can bring together all the types of the whole range of higher work and thus give unity.

(*e*) Directors of Post-Graduate courses and Research should be in touch with students of Graduate courses (Pass) so as to train them in the right direction and atmosphere and to select those most likely for the higher work.

(*f*) The organisation of Intermediate courses should be left to the Director of Public Instruction as it would conflict with the interests and the needs of the organisation of Honours and Post-Graduate or Professional courses.

It should be remembered clearly that no attempt at demarcating the boundary in any hard and fast manner is being made. There is no essential antithesis between one grade of work and another. The Intermediate work at that level is certainly not less meaningful than higher grades of work. The point of view of the organiser is how much could be organised successfully. One of the main features of the work at one stage as against another stage is afforded by the number of students to be handled. For example, at the Inter level the numbers are far greater and there is no comparison between the numbers here and the numbers, say, at the Honours level. Again in consequence of this factor and in consequence of the type of work in Honours, the former tends to be mass work in one sense of the term. While Inter work might conceivably survive such treatment, Honours work will not survive it for any length of time.

If then it will be good if Inter work on the one hand and Pass and Honours and Post-Graduate work on the other hand to be organised under different managements and if no financial difficulties are presented, we may assume it may be done. It should be further remembered that in many countries, much of work done at this stage is regarded as Pre-University work and organised accordingly.

There is further one important batch of questions. Is it possible to organise satisfactorily under one management one unit of staff for each subject that could do the whole length of work from Intermediate right up to Post-Graduate Research covering institutions distributed all over the State in such a manner (*a*) that day-to-day contact is made possible, not only between the staff and the students but among the several members of the staff and (*b*) that institutional loyalty, leading to the nurturing of a real corporate spirit, is created and developed all under conditions which would ensure the reasonable amount of contentment necessary for the satisfactory outturn of work at each stage ? In discussing the framework of the educational organisation, we may bear the following elementary principles and considerations in mind :—

(i) That the staff of either set of colleges should be the best that could be secured for the purpose.

(ii) That the University College staff should from the first be afforded facilities to conduct and organise research.

(iii) That time is required before one can gain the technique and attain even moderate results.

(iv) That during the early years, one's research should be carried out under the direction of an acknowledged authority.

(v) That there is no such thing as doing research up to a stage and leaving it off to take up the threads at a later date. If there is a break it is apt to become permanent. So transfers to non-research posts and to atrophy through disuse should be avoided.

(vi) That facilities for research cannot be secured ordinarily in Intermediate Colleges or even in the Pass departments where the emphasis will have to be on teaching and a considerable amount of coaching.

Considered from all these points it would appear that it is best to treat the Intermediate Colleges as a separate unit under the Department of Public Instruction distinct from the Pass and Honours Colleges under the University.

The very principle of recruitment to University service is radically different from that adopted, say, in recruitment to Government service as in Government Colleges. In the latter one is recruited young so that he may ultimately grow into a good average type. One need

not be a cynic to recognise that in Government service originality of thought and, of course, action is likely to be frowned upon and so does not come to be encouraged. In administration of a huge machinery what is essential is smoothness of work, and a capacity never to go below a standard. In a University the point of view is radically different and what is more, principles of recruitment are clearly formulated and applied with the help and active concurrence of persons to whom they are a living faith. Here also it is true, there are grades as in Government, but while in Government passage from one to another is mainly measured by time—the measurement which can be understood and applied by an administrator, in the University every step is a time of testing and evaluation by peers of his own. The measurement is complicated but still understandable to the main actors concerned not excluding the applicants themselves. To put it briefly, time and work have different emphasis in the two types of recruitment: both count; but in one the first and in the other the second.

One might probably express the difficulty in another way. For the higher University work the Educational staff will have to be organised on a professional basis. For the lower work it could be and will be on a service basis. One cannot be mixed up with the other, for, on the one hand, the professional basis for the two grades of work is not exactly the same and evolution of same standards will be almost impossible and on the other hand, University Educational organisation cannot be staffed by men recruited on service basis. The difference between both is vital and no quibbling will result in permanent good. For Pass and Honours work the recruitment should be on a professional basis where merit counts, with preference for Backward classes, other things being about equal. For the Intermediate Colleges the staff might be recruited on a service basis but with sufficient regard for merit.

Under the general scheme proposed, the Educational organisation can be very satisfactorily arranged with such grades of staff in each Department as may be considered necessary. Ordinarily these would be:

Professors.
Associate Professors.
Readers.
Lecturers (including Pandits and Munshis).
Demonstrators and Tutors.

Naturally, before the colleges are taken over by the Director of Public Instruction a fair allocation of the present personnel between the University and the Department should be made and to secure this necessary provision will have to be made in the Act.

There is one comparatively minor point that requires to be noticed before passing on to the other questions.

As stated at the outset, there are a number of post-secondary courses organised in certain professional colleges, like the Engineering College, Agricultural College and the Technological Institute. The examinations are conducted by agencies other than the University. So long of course as the University was practically a department of the Government and the Government could, without giving rise even to any feeling that there is some interference, regulate matters of both University grade of work and other grades of works the system could work fairly smoothly. But, when once the University's position in the scheme of national life and organisation is recognised to be one corresponding with that of institutions elsewhere, it will be rather difficult for the University to be preparing pupils for Examinations of what would be speaking generally, comparatively minor agencies. At the same time it would be unthinkable to reduce the facilities at present available or even to duplicate them elsewhere under other agencies. Nor will it be possible for any other agency to manage these courses alone in these institutions. This would be inviting confusion from the beginning and it would become necessary in such circumstances for the University to step into the breach and conduct these courses itself and organise these Examinations. Nor will there be any inconsistency of thought in recognising such a scheme. What is equally important, there will not arise any problems of staffing such as were apprehended in other situations. Furthermore, the University will be working for the general uplift of the nation, as a part of its extension work in a large sense of that term.

But if this type of education is to be removed from within the jurisdiction of the University and organised entirely in institutions not under its control then it might be placed in the charge of a Board of which the Vice-Chancellor will be a member and Chairman *ex-officio*.

SECTION VIII.

Organisation of the Teaching Staff.

The general conditions and rules of recruitment have been explained elsewhere. They provide for the recruitment of teachers on communal principles. While no one can forget the social structure of the community in which the University is located and the pressing demands from that community for social justice in appointments to the University staff as elsewhere, it should nevertheless be remembered that the University cannot afford not to keep always before it the need for preserving the highest standards not only in teaching but also in research or the need for creating wholesome traditions. While therefore communal needs could not be ignored, the educational needs of the University and its standing in the country should be kept well at the forefront. Any neglect to avail itself of the best talents at its disposal will in turn inflict a grave injury on the student community and no student would prefer to be ill-taught and ill-guided by a member of his or an allied community rather than be taught well and guided well by a member of a third community. It is naturally expected that the Board of Appointments will remember *all* the needs of the situation and recruit in a way that the University standards and ideals will not suffer, while giving preference to candidates from backward communities, other things being about equal.

It is very desirable in appointing University Professors and Readers that the University should exercise its choice as widely as circumstances permit. The reputation of the University in the final analysis depends on its Faculty members and its students and this should never be lost sight of. Any sacrifice in the standard will have baneful effects on the progress of the University. This need for maintaining high standards is especially important in a University like the University of Mysore. Relatively speaking, it serves a smaller area and a smaller unit of population than most other Universities in India. If the output is larger than what the State can absorb, the surplus will have to be absorbed outside. Apart from the naturally adventurous type which will include a good proportion of very good young men and women, there will be a number not quite so good. But if these

latter too are to find a welcome for themselves and ensure a welcome for the next batch, they should have had a satisfactory training. Absorption will be rendered progressively easier as the country develops in industry and commerce and as its Defence needs are met. We cannot restrict numbers of graduates to the estimated present demand—it is neither possible nor desirable, but with real high standards our folk would not lack careers or prospects.

There are however indications that there has been some indefiniteness and misunderstanding on the question of standards to be maintained by the University in the recruitment of teachers for its own colleges even. The standards adopted are given below :—

PROCEEDINGS OF THE GOVERNMENT OF HIS HIGHNESS THE MAHARAJA OF MYSORE.

READ :—

Government Order No. 6881-82—C.R.B. 40-31-1, dated 27th—28th June 1932, prescribing the minimum qualifications for several classes of the appointments on the teaching staff of the University.

2. Correspondence ending with letter No. A1. 691—46-47, dated 8th January 1948, from the Registrar, University of Mysore, forwarding for approval the undermentioned resolution of the Academic Council passed at the meeting held on 27th October 1947 and which was approved by the University Council at the meeting held on 13th December 1947 :—

> That when absolutely necessary Third Class Honours Graduates be appointed to the teaching staff of the University when the Vice-Chancellor is of the opinion that the candidate possesses the requisite capacity.

ORDER NO. E. 2078—UNI. 86-47-2, DATED, BANGALORE, 23RD SEPTEMBER 1948.

Government are pleased to direct that when necessary Third Class Honours Graduates be appointed in the Teaching Staff of the University only when First and Second Class Honours Graduates are not available.

Extract from the Proceedings of the Meeting of the University Council held on 13th December 1947:—

Subject :—(iii) University Council resolution, dated 12th July 1947, that the subject be referred to the Academic Council.

Note :—Minimum qualification prescribed for Lecturers in Arts and Science Colleges in the University at present—

B.A. (Hons.) or B.Sc. (Hons.)	.. II Class.
B. A. Pass or B.Sc. Pass	.. I Class.

(vi) Academic Council resolution, dated 27th October 1947, that when absolutely necessary Third Class Honours Graduates be appointed to the teaching staff of the University when the Vice-Chancellor is of the opinion that the candidate possesses the requisite capacity.

RESOLVED that the resolutions of the Academic Council be approved.

There is no need to scrutinise the rules more in detail. They leave much to be desired. In an institution whose aim should be to set up for itself and to reach the highest standards and tc be a source of inspiration to all the boys and girls entering its gates, it should be unnecessary to point out the need for keeping as rigorously as possible to the higher levels than the lower ones. Furthermore, it should insist not merely on academic record and teaching ability but also on the original work done. This last will naturally be growing in weightage not of course to the neglect of the rest, the higher the grade of appointment is. Obviously, judged from this point the present policy of appointing comparatively inexperienced men with little or no research work to their credit to higher ranks as Assistant Professors is one that requires the careful reconsideration of the University.

The loss of control of the University over appointments has been a contributory cause to other results as well. For example, one Principal stated that owing to the concentration of powers in Government, numerous delays took place in filling the vacancies. It is understood that towards the end of 1948-49 a little more than half the sanctioned number of posts were unfilled though the College was required to work the courses prescribed. A publicist remarks that the staff is not of so high a quality as in early twenties and hints that advertisement of a post in a grade is something of a cover to promote a junior in the lower grade over his senior. The President of a District Board laments that appointments are ceasing to be made on merits and goes so far as to lay down that in these days of merger psychology the "Mysore for Mysoreans" cry should not be raised. Communalism has been another factor that has made both for deterioration and demoralisation, at any rate, to some extent.

Meanwhile, it is the students that suffer. The bad teaching of one teacher cannot be remedied by another—its effects are final; and it may vitiate the prospects of successive batches of students for several years. I am for giving preference to Backward Community candidates wherever possible and without limitation. But we cannot operate mechanical ratios in this field where the defects and errors of one teacher leave a permanent impress for the worse on the students.

I am inclined to think that it is psychology—namely distrust due to certain conditions and events—that has produced the present state of things. I do not think the backward classes need adopt a defeatist attitude and resort to methods of despair. Education is no longer the monopoly of either a class or a community. Students are springing up from everywhere and the general advance is marked and hopeful. Even if there are a few difficulties now, they will not be there permanently or for long. I would, therefore, adopt the principle of preference for the backward classes other things being about equal. This will work out fairly well without doing harm to the students or injustice to individuals.

Whatever we may say, teachers appointed mainly on other than academic grounds cannot command respect; and without that no teacher can impress the students with his personality as we all desire should be the case.

There is also another question that requires re-examination. The Government and the University are very naturally anxious that their teachers should be men with very impressive qualifications and that they should be given opportunities of getting trained under eminent men here or abroad. In seeking to reach this very desirable object, they appear now to be selecting men and sending them abroad, some on deputation, some on scholarships, some on study-leave, all with a view to ultimate absorption in the University and naturally this is a very costly venture and speculative to some extent and it is to the interests of both the Government and University to see that the men selected are such as will repay all the trouble taken and the money spent on them and are not likely to be a source of continual disappointment to them and to the students by turning out to be, for any reason, not just the right type of persons. It follows that it is undesirable to select men straight from the College or even men with a record as teachers and research

workers before they had become firmly and ineradicably planted in the academic field, simply because they have high academic records in their subjects—assuming that they have such a distinction in their favour—and send them out for training. For one thing such men have still much to learn for which there are full facilities in India, if not in Mysore itself, and it is a waste of time and resources to send them out in that raw stage, especially abroad, to learn what they could have done in India. Secondly, at the time they return they cannot obviously be very superior to men who have had corresponding training in India itself, though they would expect to be given higher rank for artificial reasons even over their own previous teachers. If as is but natural, the University does not do this, the disappointment on the part of the men concerned will be keen, it is not one which analyses itself and seeks to establish reasonable grounds for its existence or growth—and the work such as might be turned out by them may not be of the intrinsic value expected. If, on the contrary, they were given higher position by virtue of their training abroad, a position for which other men in lower ranks may have an equal or even better claim by the added reason of their service in the University it would become a grievous wrong—wrong to University integrity, wrong to the student community, wrong to the teaching community and lastly wrong to the teachers passed over. Thirdly, this is a very important consideration in respect of the standing of the University in the world—such deputations do not raise the prestige of the University here or elsewhere. The men sent out should be of a standing that they could be welcomed by the savants abroad not merely as learners but as collaborators. These savants should not have the feeling that men with lower qualifications than what they would formulate as necessary, could come to hold high positions in the University of Mysore. In fact, the men the University sends abroad are in an important sense the custodians of the highest traditions of University life and work and should be capable of occupying worthily such an ambassadorial position abroad. The Quinquennial Conference of the Vice-Chancellors of the Universities in the British Commonwealth expressed itself clearly on this matter and stated that only mature men of proved worth and ability as research workers should be sent to other foreign Universities and not others. The fact is we have

moved away greatly from the viewpoint of Governments of fifty years ago when the Universities in India were not exactly Universities but Examination Boards, where mere coaching was an important part of a teacher's function, be the teacher high or low. It is necessary therefore that when making future selections, the changed conditions in Universities and the new needs of the University should be kept in view and selections made accordingly. Even in the case of study-leave, the University should use its discretion in almost as complete a measure as it would in other cases, since the problems and expectations raised are nearly the same in both cases and solution will run on nearly parallel lines. Our Nationhood further involves sufficient self-respect not to overvalue foreign degrees as used to be done under the old regime. If selection is based on original work, then Geography can play no part, and *only* Logic.

The conditions of work of the teachers of University comprise of a number of factors such as salaries, facilities for work, facilities for migrating from place to place, leave and pension, house accommodation. The biggest of these questions is salaries. The following is a comparative statement of the salary scales existing in Mysore and elsewhere :—

COMPARATIVE STATEMENT OF SCALES OF PAY OF SOME OF THE SOUTH INDIAN UNIVERSITIES.

Staff	Universities.				
	Madras	Andhra	Bombay	Mysore	
	Rs.	Rs.	Rs.	Present Scales. Rs.	Proposed Scales. Rs.
1. Professors ..	750-50-1,000	750-50/2-1,000	800-50-1,000	700-30-850	600-50/2-900-50-1,000
2. Associate Professors ..	..	..	..	..	500-40/2-700-50/2-800
3. Readers ..	400-25-600	400-40/2-600 200-30/2-320-40/2-400	400-25-700	..	300-15-360-20-500
4. Asst. Professors* ..	..	..	..	250-25/2-350 350-25/2-400	..
5. Lecturers ..	200-15-350-20-450-25-500	210-15/2-300 150-10/2-200 125-15/2-200 plus D.A. 17½% of pay	200-20-400-25-500	200-10-250 150-10-200 100-10-150	150-10-300
6. Asst. Lecturers ..	150-10-200	..	..	..	..
7. Demonstrators and Tutors.	125	100 fixed 75 plus 10 special pay	150-10-200	..	100-10-150
8. Research Assistants ..	100-10-150	..	..	..	....

* The word "Assistant" has no real place at this grade of organisation and may be dropped.

The salary scales will have no meaning unless we know also the number of posts in each grade of appointments. This information is not available in respect of other Universities but the position in Mysore is as hereunder :—

Professors I Grade	..	6	
Professors II Grade	..	19	
			25
Asst. Professors I Grade	..	12	
Asst. Professors II Grade	..	44	
			56
Lecturers I Grade	..	52	
Lecturers II Grade	..	104	
Lecturers III Grade	..	155	
			311
Grand Total		..	392

It will be seen that the gradient is very steep. As against a total of 311 in the Lecturers' grade there are barely 25 in the Professorial grade. Now any gradation adopted should provide not only a fair salary scale but also secure a fair chance of promotions to the higher grades, if deserved. This latter condition does not appear to be possible in the present circumstances. Even in the Lecturers' grade, there are three divisions. The whole thing is vitiated by the fact that the rules of recruitment are such—it should however be remembered that they are not specially hard for the Education Department—that persons are appointed without probationary rights and have to stay on their minimum for 3, 4, 5, 6 and sometimes even 7 or more years and then be appointed on probationary rights and even in some cases face the contingency of being ousted not for reasons of efficiency but because of age rules. Another very important defect in the present organisation seems to be that there is no provision for the persons being appointed either as tutors or as demonstrators. This means that every person appointed to the teaching staff will start straightaway as a Lecturer. In practice this will rob entrants of all chance of being trained by more experienced persons. It is true that even now Professors and Assistant Professors could put the Lecturers in the way. But they may not have the same freedom in practice as they would have had if the entrant was styled a Demonstrator or a Tutor. The new entrant also comes to have a false notion of dignity and service.

The idea of a Demonstrator is two-fold ; firstly, he will supervise Laboratory work under the direction of the teacher ; secondly, he may himself do just a little lecturing, about 2 hours a week. Then there should be enough Demonstrators for these to have an opportunity for qualifying themselves for higher degrees. This demonstratorship is a testing ground for the person, before he could be thought of as a Lecturer. This might also lead to a more gradual adjustment of salaries. In some Universities the maximum tenure of a Demonstrator is ordinarily about 4 years. That is because, if he becomes permanent, fresh students doing brilliantly, would not have a chance of securing experience. Within that time he is expected to qualify himself to higher degrees and find a berth either in the University or elsewhere. There must be kept up a flow of fresh graduates to do M.Sc. and D.Sc. The graduates are taken as Demonstrators only for the Intermediate and that too in the absence of Honours Graduates. In University Colleges, none could be a Demonstrator who is not an M.Sc. or Honours man. That should be the working plan here also if the level of work is to be maintained.

In view of all these considerations, it is suggested that the teaching staff of University in arts and Science Departments may be as hereunder :—

Professors.

Associate Professors.

Readers.

Lecturers (including Pandits and Munshis).

Demonstrators and Tutors (including Pandits and Munshis).

The designation of Professor should follow as closely as possible the definition laid down by the Quinquennial Conference and adopted in some Universities, namely, a Professor should denote a person who is in charge of Honours and Post-Graduate work and is further both a researcher and an organiser of research. Teachers of a similar type but not so advanced would be denominated Reader.

The salaries naturally will have to be fixed with reference to the conditions prevailing in the State and also conditions prevailing in other Universities. Naturally, the University cannot pay too high salaries desiring to retain all its men with itself for all time. Further, there is no great harm done if there is movement in the staff

of teachers. Such a movement prevents stagnation and makes room also for younger men to join the staff. Again, if our young men go elsewhere and do creditable work the University will grow in the estimation of others. At the same time, the University cannot have conditions which make for mere fluidity of staff and create discontentment amongst them. Considering all these, it is suggested that the scales of the teachers in the University may be something as hereunder :—

Professors : Rs. 600—50/2—900—50—1,000.

Associate Professors : Rs. 500—40/2—700—50/2—800.

Readers : Rs. 300—15—360—20—500.

Lecturers : Rs. 150—10—300 (with power to start on Rs. 200 those with good research record. No one should be confirmed unless he is a D.Sc. or Ph.D. No probationary rights will accrue in the absence of these qualifications. Exceptions, if any, should be clearly understood by all.)

Demonstrators and Tutors : Rs. 100—10—150.

It should be clearly noted that increments will not be granted as a matter of course. It will be open for the Council on the recommendation of the Vice-Chancellor to stop increment or increments on the score of unacademic conduct or for unsatisfactory work in teaching and research. The scales of salaries for the Professional Colleges may have to be different.

As regards leave and pension, the University must be free to draw up its own rules. It may go in for either a complete provident fund and gratuity scheme or a combined provident fund and pension and gratuity scheme. Naturally, men appointed will expect reasonable facilities for research work. Not being in Government each of these will have to be on a written contract.

The position of the Training College is peculiar. While it is a University College, it should work in close co-operation with the Department. Both the College and the Department have a good deal to gain from such co-operation. It is suggested that the Principal should be in the grade of the Professor. The Lecturer of Education might be in grade of Associate Professor. The Lecturers in the several subjects should be in the grade corresponding to that of the District Educational Officers.

The general educational and professional qualifications of the Lecturers should be fixed by the University and the Department also should see that its District Educational Officers come up to those standards. In fact these two grades of appointments should be inter-changeable and District Educational Officers who are to be posted as Lecturers should be selected well in advance. Due notice should be given to them so that they could prepare themselves for the Lecturer's work. The person once appointed as a Lecturer should stay on for 4 to 5 years. It is suggested that the District Educational Officers might be appointed by the Director in consultation with the Vice-Chancellor. If for any reason this scheme cannot be worked out the University should be free to recruit in the Readership grades but it is very desirable to explore all possibilities before the University and the Department decide to work apart.

It was pointed out by some that under the present rules and practice the relationship between the University and its Professors is apt to have a sudden and final break the day the latter ceases to function as a Professor consequent on his retirement. He ceases his connection not only as a teaching member but also in some cases as a member of the Boards of Studies and other bodies. This would seem to be unfortunate both from the point of the esteem in which an old teacher should be held as well as that of the University; the loss to the former is personal but to the latter national. The point is very plain and hardly needs detailed elucidation and the position requires rectification. To be out of service is not to be out of caste. Practice and experience in other Universities is decidedly in favour of this. It is suggested that the University should confer on its distinguished teachers the rank and dignity of Emeritus Professors and associate them with its Academic Council. The University should also be prepared to consider if it cannot entrust some of them with a limited amount of teaching or tutorial or research work. It is likely that a retired Professor has won laurels in a special branch of his subject and there cannot be any reason why he should not be invited to give a course of lectures spread throughout the year if need be. Here again, the collective wisdom of the University and institutional responsibility should be trusted to take the initiative and make the arrangements necessary in the interests of the students and the needs of the subject. Mistakes are bound to occur but the question is: Are

they serious ; are they recurring ; is there any bad faith ? We should not forget that in these days of high specialisation and ever-growing field of investigation no University however wealthy it may be can hope to cover all fields and, as a corollary, it cannot afford to neglect to utilise all the man-power it can mobilise in the furtherance of its mission. It should not of course damp the enthusiasm of its young men but it should not be beyond the ability of its Vice-Chancellor (and the Syndicate) to steer clear of this rock of Scylla; the Charybdis is himself. When the University is properly organised and developed, the presence of such savants as the Emeriti would add to the Gurukula character of the University and to the amenities of the University.

Staff of Government Intermediate Colleges.

These colleges should be taken over and administered by the Director. This will make possible a co-ordinated policy and the speedy execution of work. Naturally the staff recruited will have to fulfil one basic condition—namely, that it will have the qualifications prescribed as minimum by the University but it is hoped that both the Director and the Government will try to appoint people with higher qualifications as and when they become available. Though naturally the Government will be free to adopt its principles of communal representation, I think this will not be necessary for a long time. With the growth of education and the advancement inevitable of the backward classes, these ratios and other regulations will become progressively needless. The general principles involved are discussed later on in this section, as being common to both Government and non-Government colleges.

As regards scales of salaries that might be adopted for these Government Colleges these will have to bear some relationship to the levels approved in the other departments. The University needs are different, and so cannot be a basis for correct comparison. It is suggested that the following organisation of staff might be adopted :—

Principals	Rs. 350—15—500
Senior Lecturers (at the rate of one for each college)	Rs. 250—10—300

Lecturers	Rs. 120—10—200/ E.B. 10—250
(Here D.Sc.'s and Ph.D.'s may be started on Rs. 150 without any benefit of seniority).	
Note :—Lecturers in departments with 6 Teachers and above including the Demonstrators will be given an allowance of Rs. 30.	
Demonstrators and Tutors ..	Rs. 100—7—135

PRIVATE COLLEGES.

It is suggested that the governing bodies of these colleges should make provision for the appointment of one person by the University Syndicate. Ordinarily this person should not be a member of the Syndicate.

QUALIFICATIONS OF THE TEACHING STAFF OF GOVERNMENT AND OTHER AFFILIATED COLLEGES.

The Affiliated Colleges are expected to conform to the standard prescribed for the University managed institutions.

It will be necessary here also for radical revisions to be made in theories as well as in practice. When the teaching staff of one of the First Grade Colleges was analysed the following were noted :—

(1) Cases, both old and fresh, of men with only Third Class Degrees (M.A. or M.Sc.) being appointed as teachers.

(2) A case of Third Class Pass Graduate in subject A with Masterate qualification (here also Third Class) in subject B being appointed as teacher in the former.

(3) A case of Graduate (Third Class) with a Masterate in Economics (Third Class) being appointed to teach English.

(4) A case of Third Class Honours Graduate in Economics being appointed as Assistant Professor of Economics.

A similar analysis may yield almost similar results elsewhere also, seeing that the institution selected is certainly one under a progressive management. It only shows that the tendency in Affiliated Colleges is to work down to a minimum standard except possibly in rare cases and the results are likely to be disastrous.

While on this subject it is necessary to utter a word of caution in respect of the use of Demonstrators and Tutors for lecturing work and see from the first that this cheaper agency is not utilised by the managements for carrying out the larger part of its lecture programme. The qualifications of the Demonstrators should be ordinarily as high as those prescribed for Lecturers as the idea is that men trained here should be employed in due course as Lecturers. It is expected that they should not be fixtures in colleges. This object will naturally be lost if men with lower qualifications are employed. It is sometimes urged that having taken such well-qualified men, it is unfair to give them only demonstration work and that they might be given some lecturing work as well. But since they are new to the profession and as it is very necessary for their future work as Lecturers that they should get fully acquainted with the laboratory technique, the work of planning and doing it as well as note-book corrections methodically, it is advisable to put them on this work entirely for a short time, say the first year. From the next year they may be permitted to handle tutorial and lecture classes of not more than 2 hours a week, subject also to the condition that the entire lecturing work done by demonstrators is not more than 4 hours in a week in any one department of teaching. That some such direction is called for is obvious from the case of a Demonstrator in Chemistry who has been assigned in one college the following work :—

Lectures	4 hours
Practical	21 hours
Note-books to be corrected	91

Staffing of Women's Colleges.

It is necessary that Women's Colleges should be staffed completely by women, exception being made only when it is not possible to recruit them for the posts. In such cases the managements may with the approval of the Vice-Chancellor ordinarily make temporary arrangements or such satisfactory arrangements as they can, pending the appointment of women and take the necessary steps for training proper persons for the appointments. In Men's Colleges where more than a limited number of girls, say 30, are admitted, the University should insist on the appointment of a sufficient number of women as teachers or tutors on the regular staff. It is necessary also there should be in addition a

Physical Training Directress. These colleges should provide satisfactory common room accommodation including reading room facilities and sanitary conveniences, all forming a unit by themselves.

SECTION IX.

University Finance.

There is no need to dwell at any length on the utter futility of expecting the University to do anything without sufficient finances, and the University-grade work is not regarded by financial administrators as an earning Department in the usual sense. Where then is the University to get its funds? Public benefactions, though they have not been dried up, are not available—at least have not been available to the extent pleaded for by the founders of the University—and it will be rash to expect that these artesian wells will open up in the near future. Nor has the University any such powers of taxation as that enjoyed by local bodies for the State to expect the University to meet its obligations and not to allow itself to look always to the State for help. The State will in these circumstances have to place at the disposal of the University such funds from time to time as are essential for the work of the University, relying on the several University authorities and bodies which are its own creations to plan wisely and spend economically, on the audit to keep its fingers on the pulse of the financial administration and on the powers of visitation to avoid an impending catastrophe. Of course the very existence of the provision of visitation will be sufficient to keep things straight.

The idea that because finances come from the Government Treasury, the Government should treat the University as a subordinate department of the State is a discredited theory as already pointed out.

There is nothing surprising either in this. It was the theory on which schemes for other States Universities then under contemplation like the University of Dacca, were being drawn. What Simla could not do Mysore could not so much as contemplate, of course: it would have been rank heresy.

It is probably instructive to note how curiously wide our view-point in such cases has been from that, say of the Anglo-Saxon of America when he founded the College

which later became the Harvard University. Though the General Court of the Colony of Massachusetts Bay, did make grants to the foundation, there was no question of reserving any powers for the Government of the day.

It should be particularly borne in mind that, unless there are pressing reasons to the contrary, all grants for direct expenditure should be of the nature of block grants accompanied or indications specifying the purpose of the grant. The practice of hedging round such grants with specific and detailed instructions and conditions should be avoided as being quite unnecessary and even out of place in the case of an institution of the standing of a University. The amounts remaining unspent at the end of the year will not lapse to the Government but would be added to the resources of the University.

It will be an epoch making event in the history of Higher Education in Mysore State and in the life of the University of Mysore, if the State should straightaway endow the University with a certain amount of money out of its reserve funds. Such a great action will serve as an unmistakable indication of its faith in its new policy of University constitution. It will serve also to help the University to formulate at least a few schemes and put them into operation without having to go cap in hand to the Government of the day for every little act of expansion. Freedom is not a mere paper or oral expression. If it is to have any meaning, the University should be enabled to act freely, without seeking for ever the permission of another authority, however big that authority may be. Such an act may also encourage the merchant princes or other wealthy people to come forward to endow the University for the furtherance of its general purposes. It seems also that it would be a part of prudence in a sense and in another a thoughtful action in the interests of the next and succeeding generations. The State's resources consist in a great part in the wealth of its natural products : both forests and mines. When these are being exploited in the interests of any generation it will not be unjust if that generation should set apart some part of the income at any rate, for the welfare of the future generations. These endowments will add greatly to the stability and the strength of the University at all times and more especially in times of depression when the State may not be able to make the usual appropriations. The State endowment should naturally be of a magnitude

which would capture the imagination of the people and amply demonstrate the faith of the Government in the University. Nor would such an act be without a precedent. At the time Andhra and Annamalai Universities were founded, the older Governments of the Madras Province under dyarchy, where the power of the purse was retained in the hands of civilians, made such endowments. If a civilian administration had come, out of experience here and abroad, to have such faith in endowments for the Universities set up by them, naturally the faith of popular ministries in a similar situation should be far more. In view of the fact that the interest-rate is low, as compared with the times when Annamalai and Andhra were founded, a sum of at least a crore is the minimum. Naturally no part of the capital amount can be utilised by the University and the whole amount should be invested in approved Trust funds.

But it should be clearly borne in mind that the University is not static. That way it will cease to live. Even an endowment of the amount suggested will not free the Government from its obligation to come forward to its help when appealed to. It might for example be an understood thing that the University should meet, as far as it can, all recurring expenditure on its research programme from out of the income of this endowment and that it should depend on direct Government subventions for all grades of teaching work and all kinds of work involving dissemination of knowledge such as extension work and non-recurring expenditure. This broad line is indicated as the share of the Government will be defined and restricted to a sphere where it can exercise its judgment far more clearly and easily than it can in the realm of research.

It is also a point for consideration whether Government might not endow the University with sufficient land, say 200 acres at least, near where the Central College is situated, and also make special initial building grant of 25 lakhs of rupees for undertaking its immediate programme of expansion. Naturally, when the University ceases to have the same connection as it now has with the Government, it will have to undertake its own building construction, though of course with the help of Government subventions or private benefactions. It is hoped that in the new era before the University such benefactions will be soon incoming.

While the endowment amount and the block grant on the existing working will be on a statutory basis the grant of lands and the Building and other special grants may be done administratively.

Statutory Provisions.—Naturally in all such matters a great deal will depend on the personalities on the scene of action at any time; but it will be a matter of necessary prudence if the Act expresses plainly the intentions of the planners of to-day. Accordingly, specific provisions have been made in the Draft Act.

As suggested above when the University comes to be autonomous it cannot depend on the Public Works Department to the same extent that it does now. The technical advice of the Public Works Department will no doubt be available but the actual execution of the several works will have to be undertaken directly by the University with its own engineering staff. This will make for speedier execution of the work, while it will not mean any unnecessary expenditure of funds.

SECTION X.

Special Schools and Hostels.

Owing to the peculiar character of our social and till lately, political, structure it was an accepted educational creed that where the differences in communities were so large as to constitute not merely varieties but separate entities, the school organisation also might, and, of necessity in some cases, should reflect this feature. Thus the Anglo-Indians sharing the buoyancy of political prestige with the Britisher were given an education and a system of schools which constituted a class by themselves. The Muslims were separated off from the mass of the people from whom the majority of those had originally sprung, and were given separate schools. Those schools, however, never reached anything like the prestige of the former; indeed they never entertained the idea of sharing with them their excellence and were quite happy to be contented with mere form. The essence of the scheme was separatism and came to be nurtured on the idea " what is mine must be superior," though in fact these were poor specimens in many ways even when compared with the general schools. Indeed it was felt time and again even in Mysore that these schools if they were not to stagnate should be brought into the general current of educational

life. At one time for example they were placed under the supervision of the Head Masters of merely general schools and one had a Hindu teacher as Head Master and the First Assistant. There was a third set of schools created to cater specially to the needs of a large section of the main body of the people, the Depressed Classes. The underlying idea here was not so much separatism as the apprehension that these comparatively under-developed people would fare ill in a general school on account of both sociological and educational reasons. In actual organisation this was further justified in stray cases by suiting the curriculum and other conveniences to the special stage in progress which those classes in general occupied. But by and large, these institutions were not quite well-equipped and not adequately effective in consequence.

An exception, however, should be made of the Central Panchama Institute, Mysore, where every endeavour was made to give not only general education as in the ordinary schools but also a course of instruction in one of five selected subjects like Agriculture, Carpentry, with Gardening as compulsory for all. This was staffed by persons carefully selected not only for their educational attainments but also for their faith in the work itself. The students were given good training and it is no wonder that a number of them gained distinction in the Public Examination.

We need not take note in this connection of the denominational schools. Inside this frame-work has been a further broad line of division as between boys and girls. We need not take note of this division either.

But the lines of division do not stop with educational activities as such. Division came from the first to have a decided prominence in that great sphere of Education—Hostel Life. Here we have come almost to a stage where we are recognising, cherishing and accentuating just those deep currents which have been eroding national life from ages past. While it is not certainly a characteristically marked feature of " educational " organisation of Mysore alone by any chance, it is well to remember that we can have in a town in this State, clustering round its schools, separate hostels for Brahmins, Lingayets, Vokkaligars, Reddis, Devangas, Vaishyas, Kurubars, Jains, Adikarnatakas, Jangams, Sugalis, etc., etc., all united in one thing, the negation of the larger aim of school, undoing in 18 hours of the day

what the school has been trying to effect in 6 hours of the same day. Of course there is justification in the sense that they call forth local effort in the cause of education and we also toy with the belief when challenged, that the very education whose cause they are advancing carries with it the seeds of their destruction—all in good time. There is in this attitude an element of sincerity and practical commonsense and a perceptible trace of the " after-me-the-deluge " indifference. But at present one is not concerned so much with the history of this system as with the future.

The educational statesman has "to re-think" all these in the light of the new ideals before the nation and decide what should be the pattern of national life and make himself sure as to the plan of action and when this re-thinking is done nothing emerges clearer than the conviction that all these should be "liquidated". How soon is one question ? How is yet another ?

It is of course easy to unify the school structure, the more so because separatism does not have, or at least will not have, political pegs for it to cling to, nor economic advantages to feed on, nor yet—this in due course, of course—social privileges to deck itself with. On the other hand, the acceptance of the Secular State idea, the introduction of Kannada as the medium of instruction, the staleness of some of the institutions, the need for a larger training ground for the citizens of the future, the very gains which the minor communities will have by mixing with the rest on terms of equality of status and equality of opportunities, the rapid changes in the world organisation—all these will ensure the quickening of the process. Only here as elsewhere the problem will have to be recognised and dealt with on a full appreciation of the needs of all and with a due sense of healthy conservatism which does not glory in destruction for destruction's sake and conserves the best of the past from which it often receives nurture and inspiration. One would plead for example that some of the achievements especially the system of convent schools with all their ideology of Service, Beauty and Cheerfulness should be preserved for the future generations. It is true that just at present opinion in certain high circles is ranged against these but times of suffering and days of first taste of victory are not the days in which to judge : Passions must cool down and sight should be cleared up before this is attempted.

Again at the primary school level there is everything to be said for children of different communities being brought together, provision of course being made, where numbers justify, for teaching through the mother-tongue. Where the mother-tongue differs from Kannada, the pupils should also be given some teaching in this language so that they would not be handicapped at the Middle School stage where the medium will be Kannada for all.

The Hostel system will offer perhaps more opposition but it should be possible with the aid of the more enlightened opinion to make an immediate beginning by throwing open in the sectarian hostels some seats to the other communities, with due regard of course to the habits of food. If it is feared that this will result in the loss of the sum total of advantage a community enjoys, a solution based on temporary reciprocity not as between two but as among the whole number may be accepted. It is true that there will be opposition but as has been said " all living ideas have jagged edges." There is this further central fact that the cleavages on which the system is founded however close a resemblance they may bear to the social system do not always operate wherever a student community is gathered: undenominational hostels are very common. In fact the existing organisation of denominational hostels does not have any unassailable universal belief to rest upon. On the other hand, students themselves will be on the side of reform. Lastly, it is understood that there are just a few hostels, possibly one or two, where this principle of catholicity has been conceded—quite voluntarily and as a matter of social fairness. It is likely that reform may not be possible in all the institutions at the same time but there is no doubt that the time has come to re-examine the whole position and adopt in outline a programme of unification which could be worked out in a fixed period of time, say 10 years. Mysore with its progressive traditions must lead in this policy of social harmony and unification of India.

SECTION XI.

Some General Topics.

Residence.

Residence of students is an important aspect of University Organisation and the draft scheme of the

Mysore University recognises it in the following statement:—

> "Government are prepared to make whatever grant is necessary to provide sufficient hostel accommodation. Residence in the hostels will not be compulsory, but everything will be done to make the hostels attractive consistently with economy."

The same scheme proceeds further to state that

> "the residence of tutors within the hostels will be encouraged, so that they can overlook and direct the private study of students and in other ways exercise a wholesome influence,"

and that a

> "number of residences for the Professors will be built within the University area at Mysore and a few as near as possible to the Central College at Bangalore."

The programme above outlined is very good and it would appear that in the earlier days it was partially put through. Hostels were built and a few residences were put up at Mysore. But the effort seems to have come to an end rather early and while steps were taken to a certain extent to increase hostel accommodation apparently, the temptation to raid on the residences of teachers would not be resisted and the Principal's residence at Bangalore was used for other purposes. But apart from history it would appear that in Bangalore especially, there is a great deal of unsatisfied demand for students' residence. No statement can be made regarding the need for similar accommodation in other centres. The hostel accommodation however should be considered as an *integral* part of the educational organisation of the State. It is important both as providing the proper social atmosphere and conditions of living for young men and women who have been taken away from their parental homes and as providing the satisfactory conditions for their studies and for the large life they should be trained to lead. Habits of life formed at this stage persist well on into life. Bad associations formed now have disastrous results on the future of the boys. Unhealthy surroundings of boys and girls living in private lodgings are probably not a little responsible for the breakdown of their health and discipline. It is to be hoped that the University and Government will have a detailed survey taken of the needs of the student population at the several centres and provide adequate accommodation such as that envisaged in the Draft

Scheme. But an important part of hostel accommodation is that reserved for the tutors resident in the hostels. It is the general laxity of supervision coupled with the waves of unrest that have been flowing over the nation that have been responsible for the engendering of the deep gulf between the *students* and the *taught* and for the perpetuation of it. But this gulf should be bridged and it can be done only by the restoration of the old relationship of regard and friendliness. One of the ways of achieving this is by seeing to it that there is in every hostel a resident tutor or two, the numbers depending on the number of students, whose duty shall be to mix with the students and help them in ways open to them.

If the tutorial system, meaning thereby a system which comprehends not only the so-called tutors but teachers of every grade, is to be a success and it is agreed on all hands that it is a component part of University Organisation, it is very necessary that within the campus of the University the students and the teachers should live in large numbers. Obviously, it will be difficult for teachers scattered all over in big towns to create opportunities for mixing with the students. Indeed these opportunities should be more natural and less artificial. It will also be a great convenience for teachers especially those who are engaged in research work to be near the scene of their labours so that they could visit their laboratories or go to the library at any hour they find it convenient. Research work is continuous and needs more constant touch with laboratories, etc., than curricular work which may be started and closed at scheduled hours. The provision of residences of teachers is especially urgent now-a-days since residential accommodation is not readily available for rent. A good deal of time and energy is being wasted and a great deal of mortification is experienced by teachers who are on the look out for residences. It is very desirable therefore that at least a limited number of residences of different types for the different grades of teachers should be put up in one campus where also there will be the students in residences. This part of the work should be regarded as part of the expenditure on education, since only in this way could the State translate in this age the old and enchanting idea of *gurukula* and all that it stands for. Naturally, this campus should be next to or very near the College. The rent payable may be fixed at such

rates as are not a commercially losing proposition to the University while at the same time some regard is paid to the financial resources of the employees in their services.

The hostels should provide meeting places and recreation facilities. Naturally, these will not be such as would involve a wasteful duplication of facilities available at College. The idea is that each hostel unit should develop a sort of personality of its own without at the same time competing with the College. All this involves setting apart sufficiently large areas of land and donating them to the University.

Principles of Appointment of Paper-setters, etc.

The policy the University should follow in appointing Examiners and conducting examinations requires very careful consideration at the hands of the University. In this matter, the Universities in Madras have been specially conservative and it is probably also true that this conservation has been justified. Mysore seems to have departed from one of the cardinal principles in this matter, namely that the papers especially in Arts and Science should be set by persons who are not actually engaged in teaching the subjects in the University area, but are preferably persons drawn from outside the area. In Honours for example, papers are set here both by those inside the University and those outside roughly in the proportion of half and half. This should be avoided in future. There are of course theoretical objections but considered in the proper perspective the older procedure followed in Madras and Andhra has everything to commend it in the circumstances now current.

In the Professional Examinations, however, the internal and external examiners set the papers. This does appear to have given rise to any audible troubles and misgivings.

In order to keep the Syndicate above suspicion it is invariably the rule that no Syndicate member is eligible for an examinership except in respect of Professional Examinations where the number of locally available men is limited. It is undesirable that the Professional Examinations should be conducted without ensuring the active participation of the Principal in it. It is as much to his interest as to that of the University to keep the flag high and one must acknowledge with pleasure that

this trust has not been found to have been misplaced so far.

Number of Working Days in School and Colleges.

It was suggested by some in the course of this investigation that there is need to fix a higher number of working days than what is required to-day, namely 160 or so. On a consideration of the whole position it will be seen that in a University two different types of work are being carried out at the same day-time.

1. Mainly teaching.
2. Research.

The aim of teaching is not to place directly before the boys all that has been said at any time on the topic that may be of interest to an age group with a standard of attainments that can be generally be postulated for it but by a judicious guidance to make them acquainted with a portion thereof and at the same time awaken the spirit of enquiry and understanding and sincerity in such a manner that they will be able to roam on their own fresh fields and gather what they may for their purposes. Such work cannot all be performed in a class room or probably should not be done with guide always at hand. Too much guidance is injurious. It is, therefore, necessary to ensure that the student has some spare time and especially days or weeks when he could work on his own,for him to achieve the objects in view. Long holidays at a stretch and good breaks are not, therefore, unnecessary. If they are not used purposefully now the mistake lies in the mechanisation of a system that should be worked with a liberal spirit and routinization of lecture room work and probably to some extent, in the comparative absence of men fitted to carry out the work of Tutors referred to elsewhere. The work done with the Tutor should have " for its purpose the correlation of the material assimilated by the student from the related course of his study, the filling in of background, and the development of scholarly methods and habits of independent reading and thinking, so that the student may have a more complete and systematic knowledge of his subject ", and the development of robust habits of thought which would be on the whole on the side of sincerity and truth. If all this is to be done there is no need to refix the number of working days. The second item of work knows no holidays and sometimes even division of day and night is absent from its scheme.

If there is no necessity to increase the number of working days in a college, the need and possibility alike are much less where the high schools are concerned. These work at least for 180 days in the year, if Saturdays are left out. We might increase the number by about 6 or 7 days by cutting down the holidays but there does not appear to be a great need for this.

Extension Work.

It has been the consistent hope of the founders of the University that it will do everything in its power to bring knowledge within the reach of the masses. In the past it has been devoting attention to this aspect of its duties more regularly perhaps than many other institutions in India. Even to-day the University Teachers' Association is carrying on this work. With the experience so far gained, the University may start creating a small department to plan and carry out extension work throughout the year. There is a great awakening among the masses and it will be wrong to presume that even those who have had the fortune to go through a schooling in the past are really adequately equipped for the duties of citizenship. Tutorial classes may be held and the results watched. Similarly, it should be possible to hold summer classes. Bangalore and other places in the State offer peculiar facilities and attraction. It is not possible to go into greater details here beyond emphasising the rich field open and the practicability of the idea. A scheme which does not start with comprehensiveness as its immediate aim will not lead to success in the long run.

Polytechnics.

In reorganising the secondary course, due care has been taken to institute at both Middle School and High School levels, courses of instruction of practical nature which would lead the boys to a vocation either directly or after some additional training. The question will arise as to whether these courses would obviate the need for specialised industrial schools of the type now organised in the Mysore State. In dealing with this question, we have to be guided by a number of considerations; firstly the contents of the courses as provided at the Middle and High School stages, respectively; secondly, the extent of the generality of students who might be expected to profit from these courses. Thirdly, the deficiencies in

these courses arising either from the fact of their being a part of general education course or from want of time. Fourthly, the number of boys and girls who would be left out of the scheme of Secondary Education either because they are not pursuing the Middle School education or because they did not wish to take at the High School level any vocational instruction because they had at that time decided to go in for a University course of education of a general academic nature. Fifthly, the general development of the State. Lastly, the experience gained from the working of these Industrial Schools during the last quarter of a century. From a consideration of all these it would appear that the following facts should be taken note of :—

That a good number of boys and girls will drop out from general education at the end of the Primary and Middle School stages. What help should be given to these ? Should it be purely an industrial training ? Or is a general education training also necessary ? Does not the fact that the Industrial Schools situated in places other than Bangalore, Mysore and Channapatna have not flourished indicated a reason such as that the courses themselves were so nearly allied to what could have been learnt by the boys at home that there was no great incentive for parents to send them to the schools or having sent them to the schools to keep them for the programmed duration of time ?

Does not the absence of any provision for general education tend to make craft education too narrow to appeal to the public ? Is it necessary to keep huge establishments for just a few and those few also, boys who would not stay the whole length of time ?

Is there more chance of an Industrial Education being a success in that it will have more of the appeal element in it, if it is allied to a general education scheme, especially in the less developed areas ?

Does such a scheme have the additional attraction valued by the parents and the boys alike, that it does not carry with it the idea of an end but means that the boy's work can be carried on to higher stages if he is so minded ?

That it will be desirable to have special schools or departments set up in places where there is a highly developed industrial activity or a large concentration of various strata of population as, say, in Bangalore, Mysore

and Davangere. These Polytechnic institutions would take in boys at the end of the Middle School stage and at the end of the High School stage and give them an *additional* course which would be in a proper industrial atmosphere which cannot probably be secured in a Secondary School. The courses should be fairly short since the boys joining them will have done in the Secondary Schools quite a lot of the work. In fact the aim and method should primarily be to continue the education on the basis of one or the other of the practical courses offered in Secondary Schools.

These schools might also consider how far they could provide for boys who wish to have for some reason or other extended courses. It will not probably be difficult to organise all these courses if we remember that at least at the initial stages the numbers taking each of these courses will be small in proportion.

It is suggested that these schools should have a very good system of non-sectarian hostels from the start.

The organisers might also keep in view the need for ensuring full co-operation between the two sets of educational institutions, so that all unnecessary wastage of man-power and equipment may be avoided.

The Madras system of Polytechnics may serve as a basis for our scheme.

Agency to Co-ordinate University, Secondary and Technical Education.

The above survey raises the question of co-ordination at the various junction points of Secondary, Technical and University education. While these types of education are distinct entities in themselves for planning and execution, they cannot afford to consider themselves as entirely unconnected with the rest. It is very desirable therefore to create a connecting link among these three types of education so that there will be a common purpose running through all these not so much in the breadth as in the length. We should be very careful at the same time to ensure that such a co-ordination does not over-step the limits afforded by the junction points. It seems desirable to create opportunities from the first instance for close collaboration among the three agencies—the University, the Department of Public Instruction and the Departments of Technical (including Agriculture) Education. This may probably be secured

by seeing to it that meetings are held of the Heads of these three types of Education from time to time. The discussion should be of a general exploratory kind not so much leading always to decisions at any rate in the beginning but the exploration should be complete and where possible final and morally binding on the agencies concerned. It is undesirable to set up a formal Board nor to introduce into this conference people of pronounced divergent interests or people with such a high standing as Ministers so that no one might over-shadow the rest. As suggested before, the Vice-Chancellor, the Director of Public Instruction and the Directors of the Departments concerning the Technical Education as represented by Polytechnic Schools, etc., might form an informal committee with the Vice-Chancellor as the Chairman and the Director of Public Instruction as Convener. From the experience gained in this work, further steps may be taken in due course. The fact that most of these will be collaborating at the University stage as *ex-officio* members augurs well for the success of consultations.

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SECTION XII—APPENDICES I—IX.

APPENDIX I.

Educational Expansion.

		1921-22.	*Now.*
1. Number of educational institutions.—			
(*a*)	Colleges under the University ..	4 (including one Professional College.)	26 (including 5 Professional Colleges.)
(*b*)	i. High Schools ..	22	151
	ii. Vernacular High Schools ..	4	..
(*c*)	i. Middle Schools ..	322	1,175 (including 530 New type Middle Schools.)
	ii. Vernacular Middle Schools	193	..
(*d*)	Primary Schools ..	6,782	9,384
(*e*)	i. Industrial Schools ..	24	11
	ii. Medical School ..	1	1
	iii. Engineering Schools ..	2	2
	iv. Agricultural Schools ..	2	5
	v. Occupational Institute ..	..	1
	vi. Technological Institute ..	..	1
	vii. Commercial Schools ..	3	31
II. Number of students in—			
(*a*)	Colleges under the University ..	1,050 (including 156 in Engineering College.)	12,300 (including 2,471 in Professional Colleges.)
(*b*)	i. High Schools ..	7,815	36,600
	ii. Vernacular High Schools ..	247	..
(*c*)	i. Middle Schools ..	52,976	131,000
	ii. Vernacular Middle Schools	19,771	..
(*d*)	Primary Schools ..	197,752	519,556
(*e*)	i. Industrial Schools ..	1,051	400
	ii. Medical School ..	128	291
	iii. Engineering Schools ..	195	915
	iv. Agricultural Schools ..	36	125
	v. Occupational Institute ..	..	741
	vi. Technological Institute ..	..	145
	vii. Commercial Schools ..	185	2,052
	Total ..	281,185	704,125

APPENDIX II.

PRESENT S.S.L.C SCHEME IN MYSORE.

I. *Compulsory Subjects*—

1. English.
2. Second Language (one of the following).—
   - (*a*) Sanskrit.
   - (*b*) Kannada.
   - (*c*) Tamil.
   - (*d*) Telugu.
   - (*e*) Urdu.
   - (*f*) Persian.
   - (*g*) Arabic.
   - (*h*) French.
3. General Science (including Human Physiology).—
   - (*a*) Physics.
   - (*b*) Chemistry.
   - (*c*) Biology.
4. Elementary Mathematics.—
   - (*a*) Arithmetic.
   - (*b*) Algebra.
   - (*c*) Geometry.
5. History, Civics and Geography.—
   - (*a*) History of India in brief. Outline and General History of the World on Biographical lines.
   - (*b*) Civics.
   - (*c*) Geography.

II. Optional Subjects (one of the following Groups).—

(A) Humanistic Group—

(i) History of England *or* Geography.

(ii) Any one of the following.—

- (*a*) English.
- (*b*) Sanskrit.
- (*c*) Persian.
- (*d*) Arabic.
- (*e*) Islamic History.
- (*f*) Indian History.
- (*g*) Hindi.

Or

(B) Mathematics and Science Group.—

(i) Mathematics.—

- (*a*) Algebra.
- (*b*) Geometry.

(ii) Science.—

- (*a*) Physics,
  Practical Physics.

(*b*) Chemistry,
Practical Chemistry.

(*c*) Biology.

Or

(C) Practical Arts Group (one of the following).—

(i) Domestic Arts.
(ii) Agriculture.
(iii) Sericulture.
(iv) Industrial Arts (one of the following).—

(*a*) Electrical Wiring and Fitting.
(*b*) Mensuration, Surveying and Draughtsmanship.
(*c*) Mechanical Shop and Fitter's Work.
(*d*) Pattern-making and Foundry Work.
(*e*) Wood Work.
(*f*) Blacksmithy.
(*g*) Weaving.
(*h*) Prints and Engraving.
(*i*) Composing, Printing or Binding.

(v) Commercial Arts (any two of the following).—

(*a*) Accountancy.
(*b*) Banking.
(*c*) Practice of Commerce.
(*d*) Co-operation.
(*e*) Typewriting.

Or

(D) Music and Fine Arts Group (one of the following).—

(*a*) Music.
(*b*) Painting and Drawing.

APPENDIX III.

SCHEME OF THE S. S. L. C. EXAMINATION RECOMMENDED BY THE COMMITTEE OF THE CENTRAL ADVISORY BOARD OF EDUCATION OF THE GOVERNMENT OF INDIA.

Compulsory Subjects.—

1. A Modern Indian Language.	.. Two papers of 2 hours each
2. English Language	.. One paper of 2½ hours
3. History of India	.. One paper of 2½ hours

Optional Subjects.—

Among the following Optional Subjects in Groups, a student should take not less than four and not more than six subjects; at least one subject must be from Group A and another from Group C or Group D.

Group A.—1. English Literature	.. One paper
2. History of England	.. Do
3. Geography (Genl.) and Civics.	.. Do
Group B.—1. Languages other than the compulsory language.	Do
Group C.—1. Elementary Mathematics	Do
2. Advanced Mathematics	Do
Group D.—1. Elementary Science	.. One paper and practical test possible.
2. Physics	Do
3. Chemistry	Do
4. Biology	Do
5. Geography	Do
6. Domestic Science ..	Do
Group E.—1. Art	Do
2. Music	Do
3. Crafts	Do
Group F.—1. Book-keeping and Accounts	Do
2. Typewriting	.. One test
3. Commercial Practice	.. One paper
Group G.—1. Agricultural Science ..	Do
Group H.—1. General Engineering Science.	Do
2. Engineering Drawing ..	Do
3. Wood-workshop Practice	Do
4. Engineering-workshop Practice.	Do

APPENDIX IV.

REVISED S.S.L.C. SCHEME UNDER CONTEMPLATION IN MYSORE.

GROUP 1.—*Compulsory subjects.*	*No. of periods per week*
1. English	4
2. One of the following :— Kannada, Sanskrit, Telugu, Tamil, Urdu or any other Indian Language	5
3. Kannada or Hindi (Kannada is not to be taken both under 2 and 3)	2
4. General Science	3
5. Practical Mathematics	3
6. Geography	3
Total	20
GROUP 2.—*Optional subjects*	13

Three of the following subjects to be selected provided that not more than one subject is chosen from Division B. Each subject in B counts as two out of the three subjects to be selected :—

Division A : (i) A Language, (ii) History of India, (iii) General History of the World, (iv) Elementary Economics and Sociology, (v) Geography, (vi) Higher Mathematics, (vii) Physics, (viii) Chemistry, (ix) Biology.

Division B : (i) Agriculture, (ii) Domestic Science, (iii) Engineering, (iv) Textiles, (v) Commerce, (vi) Education, (vii) Printing, (viii) Drawing and Painting, (ix) Music, (x) Secretarial Work.

(*a*) Kannada under 3, in the Compulsory Group has been included for those students whose mother-tongue is not Kannada to enable them to follow instruction in the medium of the latter language.

(*b*) A working knowledge of English is to be given. The approach would be by way of plenty of exercise in expression and composition.

(*c*) Each subject under Group B has been treated as equivalent to two subjects under A in order to provide for adequate practical work in the vocational subjects.

(*d*) The vocational subjects are not intended to provide training for any particular occupation but to any occupation in a broad group of occupations. Each course under Group B would therefore, be composite in content.

(*e*) Students should be permitted to take an extra optional subject by special arrangement. Students who have gone through

a course in selected optionals and who wish to study another subject should also be allowed to appear for the examination after further one year's study instead of spending two whole years according to the present rules.

(f) In the Science subjects under Division A and the Vocational subjects under Division B, a practical test is to be included in the scheme of examination.

APPENDIX V.

SUGGESTED COURSES FOR A COMPOSITE INTERMEDIATE.

(i) Agriculture.
(ii) Citizenship.
(iii) Commerce and Accountancy.
(iv) Domestic Science.
(v) Co-operation.
(vi) Draughtsmanship with special emphasis if need be on Civil, Mechanical and Electrical side.
(vii) Economics—Collective Welfare (Care of "Welfare of the group" evolved by the Department of Education Co-operative Union, Ltd., England).
(viii) Economic Geography and Economic History.
(ix) Education.
(x) Elements of Engineering—(*a*) Electrical or (*b*) Mechanical.
(xi) Elements of Law.
(xii) Journalism.
(xiii) Music.
(xiv) Painting (equivalent to two subjects).
(xv) Psychology (General) or Elements of Child and Educational Psychology.
(xvi) Surveying.

APPENDIX VI.

Government and University.

The relationship of the University to Government is a problem of much contentious interest, but the committee have no hesitation in saying that the University should be as fully autonomous as possible. Lord Bryce says.—

> "Freedom is the life-blood of University teaching. Neither the political opinions of a Professor, nor the character of the economic doctrines which he holds and propagates, ought to be a ground for appointing or dismissing him, nor ought he to be any less free to speak and vote as he pleases than any other citizen. And though it is right and fitting that the State should be represented in the governing authority of a University which it supports, experience seems to have proved that both the educational policy and the daily administration and discipline of a University ought as far as possible to be either left in academic hands or entrusted to any authority on which the academic element predominates."

APPENDIX VII.

The Four Elements that make a University.

As the University tradition came to America, it was based on four ultimate sources of strength: the cultivation of learning for its own sake, the educational stream that makes possible the professions, the general educational stream of the liberal arts, and, lastly, the never failing river of student life carrying all the power that comes from the gregarious impulses of human beings. According to my view, Universities have flourished when these four elements have been held properly in balance; on the other hand, when these same elements have diminished or dried up, the academies of advanced instruction have failed signally in performing a relevant social function.

The cultivation of learning alone produces not a University but a research institute; sole concern with student life produces in these days either an academic country club or a football team manœuvring under a collegiate banner; Professional education by itself results is nothing but a trades school; an institution concerned with general education, even in the best liberal arts tradition, divorced from research and training for the professions is admittedly not a University but a College. Therefore, to my mind, the future of the American University depends primarily on keeping a balance between the four traditional elements of strength. The four elements were the basis of the properly balanced plan in a time when Universities were flourishing; this must continue to be in balance if the American University is to fulfil its functions in the times that are to come.

(From "Education in a Divided World" by Dr. James Bryant Conant, President, Harvard University—1948.)

APPENDIX VIII.

Subjects taken by students in the Junior and Senior Intermediate classes in the year 1948–49 and the subjects taken by the same students in their High School Course. (Mysore.)

Optional Subjects	No.	Optional subjects taken in the High Schools											
		Maths. and Science	Humanistic group.	Domestic Arts	Electric wiring	Mensuration and Draughtsmanship	Mechanical shop.	Weaving	Prints and Engraving	Commercial Arts	Music	Painting and Drawing	Pattern making
Junior Intermediate — Boys.													
1. History, Economics and Logic.	575	31	433	..	2	1	..	5	..	91	..	7	..
History, Logic, Hindi.	10	1	9	..	..	..	..	..	..	..	..	..	..
2. Logic, Economics and Geography.	49	1	39	..	1	..	2	..	..	5	..	..	1
3. History, Economics and Geography.	74	2	58	..	..	..	1	..	..	..	..	13	..
4. History, Logic and Sanskrit.	4	2	1	..	..	..	..	..	..	1	..	..	..
Total ..	712	37	545	..	3	1	3	5	..	97	..	20	1
Junior Intermediate — Girls.													
1. History, Economics and Logic.	0 22	26	126	27	..	..	..	..	..	..	37	4	..
History, Logic, Hindi.	132	..	11	..	..	..	..	..	..	..	1	..	..
2. History, Logic and Arabic.	24	..	4	..	..	..	..	..	..	..	..	..	..
Total ..	6	26	141	27	..	..	..	..	..	..	38	4	..
Grand Total ..	984	63	686	27	3	1	3	5	..	97	38	24	1

APPENDIX VIII—(continued)

Subjects taken by students in the Junior and Senior Intermediate classes in the year 1948-49 and the subjects taken by the same students in their High School Course. (Mysore.)

Optional Subjects.	No.	Optional subjects taken in the High School											
		Maths. and Science.	Humanistic group	Domestic Arts	Electric wiring	Mensuration and Draughtsmanship	Mechanical shop.	Weaving	Prints and Engraving.	Commercial Arts	Music	Painting and Drawing	Pattern making
Senior Intermediate—Boys.													
1. History, Economics and Logic.	465	21	342	..	1	..	3	4	1	2	..	10	1
History, Logic, Hindi.	10	..	10	..	..	..	..	..	..	..	..	..	..
2. History, Logic and Sanskrit.	1	..	1	..	..	..	..	..	..	..	..	..	..
3. Economics, Logic and Geography.	58	6	37	..	..	..	6	1	..	4	..	4	..
4. History, Logic and Politics.	1	..	1	..	..	..	..	..	..	..	..	..	..
Total ..	535	27	391	..	1	..	9	5	1	86	..	14	1
Senior Intermediate—Girls.													
1 History, Economics and Logic.	161	9	117	16	..	..	..	..	..	..	17	2	..
History, Logic and Hindi.	6	..	6	..	..	..	..	..	..	..	..	..	..
Grand Total ..	702	36	514	16	1	..	9	5	1	86	17	16	1

APPENDIX VIII—(concluded).

INTERMEDIATE IN SCIENCE

Junior Grade.

Boys. Optionals in the High School.

Optional Subjects	No.	P.C.M.
1. Physics, Chemistry and Mathematics ..	2,368	2,368
2. Chemistry, Botany and Zoology ..	417	417
3. Chemistry, Botany and Geology ..	128	128
	2,913	2,913

Girls.

1. Physics, Chemistry and Mathematics ..	230	230
2. Chemistry, Botany and Geology ..	133	133
	363	363
Total ..	3,276	3,276

Senior Grade.

Boys. Optionals in the High School.

Optional Subjects	No.	P.C.M.
1. Physics, Chemistry and Mathematics ..	1,918	1,988
2. Chemistry, Botany and Zoology ..	352	352
3. Chemistry, Botany and Geology ..	89	89
4. Zoology Botany and Geology ..	21	21
	2,410	2,410

Girls.

1. Physics, Chemistry and Mathematics ..	147	147
2. Chemistry, Botany and Zoology ..	119	119
	266	266
Total ..	2,676	2,676

APPENDIX IX.

I. Proportion of students taking Arts and Science Courses.—

(*a*) Junior Inter. ..	Boys	702 : 2,913	or roughly	100 : 400
	Girls	224 : 363	do	100 : 160
	Total	926 : 3,276	do	100 : 355
(*b*) Senior Inter. ..	Boys	525 : 2,410	do	100 : 450
	Girls	161 : 266	do	100 : 165
	Total	686 : 2,676	do	100 : 390

II. 27 girls who took Domestic Science in S.S.L.C. have taken Arts in Junior Inter.

16 girls who took Domestic Science in S.S.L.C. have taken Arts in Senior Inter.

27 girls who took Music in S.S.L.C. have taken Arts in Junior Inter.

17 girls who took Music in S.S.L.C. have taken Arts in Senior Inter.

24 students who took Painting and Drawing in S.S.L.C. have taken Arts in Junior Inter.

16 students who took Painting and Drawing in S.S.L.C. have taken Arts in Senior Inter.

97 students who took Commerce in S.S.L.C. have taken Arts in Junior Inter.

86 students who took Commerce in S.S.L.C. have taken Arts in Senior Inter.

13 students who took Industrial Arts in S.S.L.C. have taken Arts in Junior Inter.

17 students who took Industrial Arts in S.S.L.C. have taken Arts in Senior Inter.

62 students who took Mathematics and Science in S.S.L.C. have taken Arts in Junior Inter.

36 students who took Mathematics and Science in S.S.L.C. have taken Arts in Senior Inter.

III. Proportion numbers between Natural Science and Biological Science groups.—

Junior Inter. ..	Boys	545 : 2,368	or roughly	100 : 430
	Girls	133 : 233	do	100 : 170
	Total	678 : 2,601	do	100 : 400
Senior Inter.	Boys	462 : 1,948	do	100 : 420
	Girls	119 : 147	do	100 : 120
	Total	581 : 2,095	do	100 : 360

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